Khel Yoga

Physical Education and Well-being

Grade 5

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Reprint 2026-27

0539 – Khel Yoga

Physical Education and Well-being Textbook for Grade 5

ISBN 978-93-5729-028-9

First Edition
July 2025 Ashadha 1947

Reprinted
January 2026 Pausha 1947

PD 235T BS

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₹ 65.00

Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Vishwa Parivaar, Plot No. 421, Sadak No. 7, Sector C, Urla Industrial Area, Urla, Raipur, Chhattisgarh 492 003

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable samskaras rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle stages, spanning three years from Grades 3–5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way and discovery, plus the activity-based learning methods continue, children are also introduced to textbooks and formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCF-SE), brought out as a follow-up to the NEP 2020, a new subject area called "Physical Education and Well-being" has been introduced at the Preparatory Stage. This subject aims to promote a love for physical activity and sports; develop capacities for skillful engagement in physical activity and sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellness. Physical Education and Well-being includes various aspects of Yoga starting from *Yama*, *Niyama*, *Asana*, *Pranayama* and *Dhyana* in a progressive way from Grade 3 till the Secondary Stage. This lays the foundation for holistic health and well-being.

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The book for Physical Education and Well-being, titled *Khel Yoga* for Grade 4, is meticulously designed to develop basic motor skills and engage children in local traditional games to have fun while playing and getting connected with our culture. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

Khel Yoga for Grade 5 is in progression of Grade 4 textbook of physical education and well-being which emphasises the importance of physical activity and the values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness. The content and activities are designed to encourage peer group learning, and enrich the educational experience for students, teachers and community. While this textbook is valuable, students should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction. While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

New Delhi
31 March 2025

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About the Book

The Grade 5 textbook for Physical Education and Well-being is the last book for the Preparatory Stage which is summing up the competencies desired for Preparatory stage in National Curriculum Framework for School Education 2023 as talked earlier. Physical activity is integral to human life and, therefore, integral to the school curriculum. For an individual student, sports and physical activities teach important motor skills, practices of physical fitness, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

Since ages India has recognised the centrality of a healthy body and healthy mind as part of any educational experience. A very rich heritage of physical activities and games such as wrestling, *malkhamb*, *kalaripayattu*, *thang-ta*, *gatka* and archery along with the practice of Yoga emphasise these connections between body, health, well-being, and the holistic development of the human being.

The National Curriculum Framework for School Education 2023 (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all other aspects of life. Considering the focus on holistic well-being, NCF-SE 2023 has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help teachers and students achieve the curricular goals of physical education and well-being, for the first time, a textbook has been designed for Grade 5. This book enables students to experience the joy of playing, explore diverse physical activities, think and discuss, learn to play together, and treat each other with kindness. The book has three units: Basic Motor Movements, Our Games, and Yoga.

In **Unit 1—Basic Motor Movements,** students will engage in movements like throwing, catching, running, jumping, kicking, receiving and hitting with the help of advanced apparatus. Objects of different sizes, weights and texture are used to facilitate these diverse types of movements. This unit is a continuation of the play-based

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approach to physical development from the Foundational Stage and prepares students to participate in a diverse set of physical activities.

In Chapter 4 of Unit 1 'Little Steps', certain activities such as cart wheel, crab wheel, etc. require teacher's attention towards the performers to avoid injuries.

Children generally love to play games. While playing, they interact with other children, discuss rules, strive to excel, help each other and enjoy being together. In our country, we have many local traditional games from different regions played by children and elders. NCERT had released books for Grades 3 and 4 earlier in which the students have enjoyed playing games and learned so many personality traits.

Some new games are included in **Unit 2—Our Games**. It has 12 traditional games from different parts of the country. Instructions for how to play each game and illustrations showing the details are given in the book. It is possible that some of these games might be played differently in your region; you may customise the rules. After the presentation of each game, suggestions for variations in the rules are given to make the game more interesting and to encourage children to play these games at home with their family, friends community and society. These games can be played during family ceremonies, outings, picnics, *vanbhraman*.

Unit 3—Yoga encourages students to foster holistic well-being. At this age, children are by nature happy and joyful. Yoga is introduced through interesting activities in a playful way to develop healthy habits and learn preparatory practices required for performing various Yogic techniques in higher classes.

Introduction to *Ashtanga Yoga* (eight aspects of Yoga), and details about the Yoga unit for Grade 5, are given in the section Information for Physical Education Teachers at the end of the book. The yogic *asanas*, *kriyas*, *mudras*, *pranayamas,* etc. can be performed by the parents, grandparents, community persons, etc. for ensuring their holistic well-being but before trying to perform yogic activities please ensure the fitness levels as ascertained by the experts.

In this book, apart from learning games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect as well as help each other, and experience the joy of playing together. The development of these

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values and dispositions will partly occur while children are engaged in the physical activities and games and partly, they will be reinforced during circle time after the game. Sufficient time must be given for circle time during the physical education and well-being period.

The aim of **Circle time** is to develop the above values and dispositions through Physical Education. After completion of the physical activity or game, all the students sit in a circle to share their experience during the activity. It is important to set some ground rules for circle time to ensure that all students get opportunities to express themselves.

- Everyone in the circle is equal; no one is more important than the others.
- Everybody should respect each other and their feelings.
- No one must interrupt while another person is speaking.
- Everyone in the circle must get the opportunity to speak, and others must pay attention to what they are saying.

The teacher can guide the session by asking everyone to share their experience about the activity.

Every student can share a star and a wish, and then 'tag' another student to share. The process continues till each student gets their turn.

Some pertinent and thought provoking questions can be discussed during this session, like—Are we biased towards our friends when we play? Are we including everyone equally in a game? Are some people not having as much fun?

Circle time can also involve engaging discussions related to the context of the game. For example, if someone is injured during the game, the teacher can choose to discuss 'how to avoid injuries while playing'.

Session Planning

Physical education and well-being is allotted approximately 150 periods in the year. It is essential to plan these sessions effectively for the development of required competencies mentioned in NCF-SE 2023. The three units given in the book should not be completed in sequence; a detailed period-by-period suggestive session plan is given at the end of the book in the section Information for Physical Education Teachers. You may modify the sessions based

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on the school time-table, but ensure that there is one Yoga period every week and students get sufficient block periods regularly to complete all the games from Unit 2—'Our Games'.

For balanced development of skills and values, different types of activities may be planned in each period. Three types of sessions are given below to maximise learning in the given time:

Type 1 Game practice.

Type 2 Circle time after play to provide sufficient time for thinking and discussing socio-emotional aspects.

Type 3 Gamified drills to focus on one specific skill.

The following may be considered while planning a session:

- Warm-up and cool-down activities at the beginning and at the end of each session to avoid injuries and facilitate quick recovery from physical activity.
- Demonstration and modelling to help students understand what is expected of them.
- Planning the right levels of challenge for different groups of students.
- Planning should be focussed on the learning outcomes that need to be achieved. For example, jumping and hopping can be done through animal movement games like *Mai Bhi Maindhak*, and catching and hitting can be done through a hit and cover or corner tennis.

Physical Education is important for both physical and mental health and development. It helps improve a child's muscular and cardiovascular strength, flexibility, endurance, motor skills, and mind-body connection and wellness. It gives students the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility. In general, physical activity is well established to be among the best for relaxation and facilitates emotional stability and resilience. All these qualities and benefits are also relevant to success in the classroom; studies show that students who stay physically active are more successful with other school work as well. Finally, people who are physically active as young people tend to stay more fit as adults as well, leading them to lead longer, healthier, and more productive lives.

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Teachers must ensure all physical education periods are conducted with sincerity giving it the same importance as all other subjects in the school.

Instructions for Teachers

For a joyful experience, the safety of children and the effective development of competencies, teachers may follow the instructions given below—

- Ensure adequate play area to perform the activities given in the book.
- Ensure that there are no obstructions in the play area and it is safe for students to play.
- Ensure that a First Aid Kit is available and accessible.
- Ensure that students feel emotionally and socially safe, and are treated with respect, encouragement, support, and have access to fair redressal of grievances during a Physical Education class.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing students into teams, make sure that the division is fair and balanced in terms of bodyweight, height and skills required for the activity.
- Encourage students to be aware of their surroundings while playing.
- Instruct students not to aim at the opponent, unless told otherwise, while performing any movement. Discuss why this is important.
- Encourage students to be considerate of teammate's skills while practising. For example, if they hit the ball too hard and their teammate is not able to handle it, they must reduce the force.
- Encourage students to be careful while pushing or pulling an opponent when participating in an activity that requires this.
- Encourage students to treat each other with kindness, focus on enjoying the game and not just on the outcome of the game.
- Encourage students to collect all equipment after their use.
- Ensure active participation of all students in all activities.
- Allow children to explore different types of materials and objects to play with, such as different sizes of softballs and bats, tyres, small spades (blunted), or any kind of local toy or object. Making a sand pit and having access to a small shallow water source can also be considered.

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- Allow students to communicate with each other freely and encourage them to collaborate.
- Provide enough rest time for students between activities.
- Interesting stories and role models may be used to motivate children in improving their competencies.
- Be on the alert for situations where students may be facing some distress.
- Keep phone numbers of doctors and emergency services (e.g. ambulance) handy.

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JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of the esteemed Chairperson and members of the National Curriculum Framework Oversight Committee for their invaluable contributions in overseeing the translation of NCF-SE 2023 perspectives into this textbook. NCERT is also deeply grateful to the Chairperson, Co-Chairperson, and members of the National Syllabus and Teaching-Learning Material Development Committee for their continuous guidance and thorough review of the textbook. Furthermore, NCERT extends its heartfelt thanks to U. Vimal Kumar, *Chairperson* and members of the Curricular Area Group (CAG) for Physical Education and Well-being, as well as other relevant CAGs, for their support and guidance on cross-cutting themes.

We are also grateful to Gajanan Londhe, *Director*, Samvit Research Foundation, Bengaluru; Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development; and Pratyusa Kumar Mandal, *Professor* and *Head*, Department of Education in Social Science, for their academic and administrative support.

Special thanks to Ramesh Bijlani and National Book Trust for their valuable writings which helped us in preparing the content.

The Council is also thankful to the Headmaster, Dean, and Principal of DMS and RIE, Ajmer, for assessing the content and conducting real-time image mapping with their students. Appreciation is extended to Vineet Sharma, TGT - Physical Education, DMS, Ajmer; Saurabh Kumar TGT - Physical Education (contractual) for applying the content upon the Grade 5 students and for assessing the feasibility and appropriateness.

The Council also thanks Riddhi Garg, Anju Gandhi, Yadunath Deshpande, *Senior Consultant*, and Vaishali Sukhija, *Consultant*, Programme Office, NSTC, for their critical reviews.

We also acknowledge the contributions of Soumma Chandra, *Editor* (Contractual); Deepti Garg, Dwaipayan Upadhyay, C. Thanglenmang Doungel, *Proofreaders* (Contractual); Pawan Kumar Barriar, *In-Charge*, DTP Cell; as well as Sadiq Saeed and Geeta *DTP Operator* (Contractual), from the Publication Division, NCERT, for their efforts in giving this book its final shape.

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Warm-up and Cool-down

1. Backward Kicks

Kneel on your hands and knees and kick one leg up behind you as shown in the figure. Bring it down and do the same with the other leg. This makes your back and hip muscles strong.

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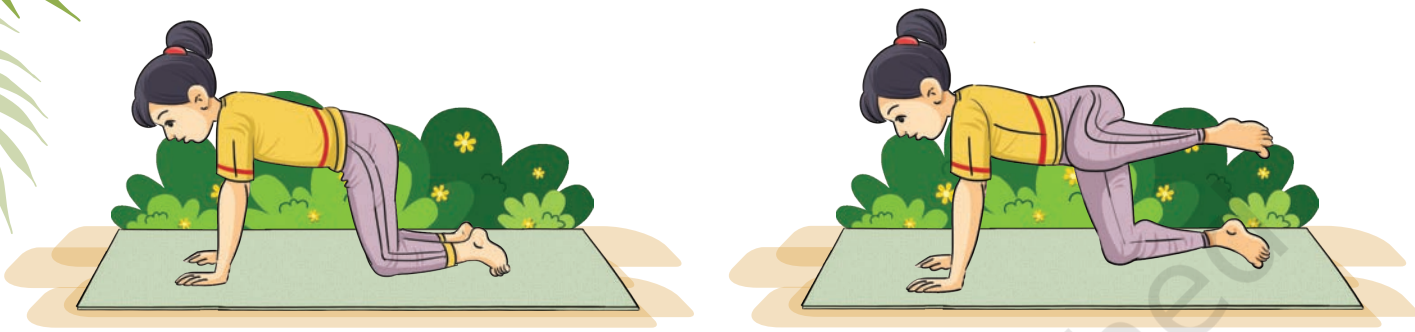
2. Side Lifts

Kneel on your hands and knees. Lift one leg sideways as shown in the figure below. Put it down and switch legs. This helps make your hips and bottoms stronger.



3. Seated Twists

Sit on the floor, lift your feet a little, and twist your body from side to side. Pretend you are passing a ball from one side to the other. This makes your core muscles strong.

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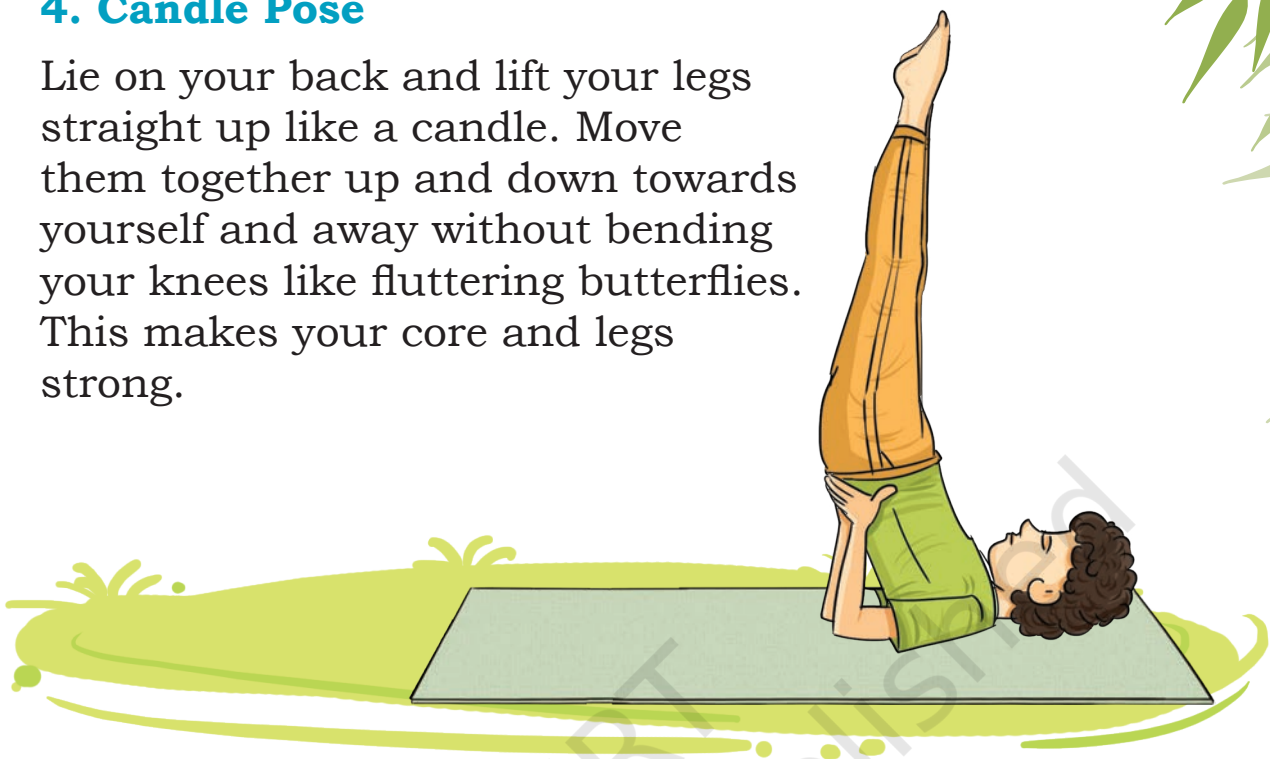
4. Candle Pose

Lie on your back and lift your legs straight up like a candle. Move them together up and down towards yourself and away without bending your knees like fluttering butterflies. This makes your core and legs strong.



5. Bear Crawl Hold

Kneel on your hands and feet without touching your knees to the ground. Stay still like a bear ready to crawl. This strengthens your arms, legs, and core.

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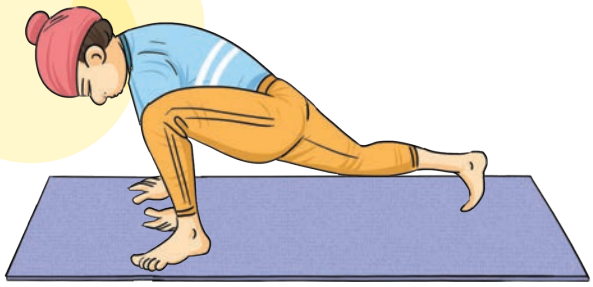
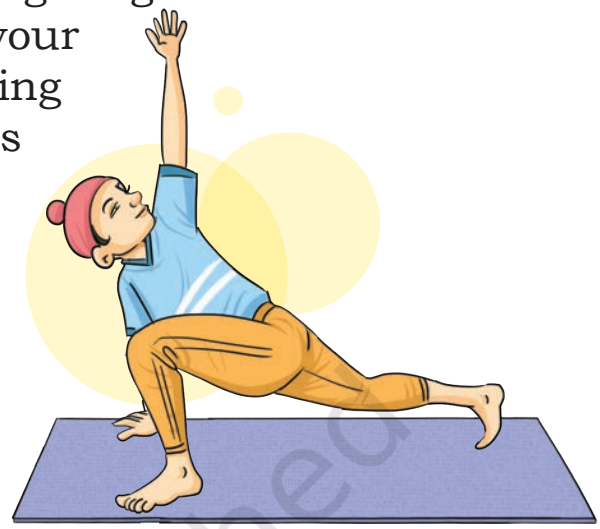
6. Full Body Stretch

Step forward with one leg like a big lunge. Put your hands down and twist your body toward the front leg stretching your arm upwards. This stretches your whole body.





7. Ankle Rockers

Stand tall, then kneel down on your knees a little and rock your weight from toes to heels. This helps in warming up your feet and legs.

8. Wide-legged Forward Fold

Stand with your legs wide apart. Then bend at the waist, hold your toes with your hands and try to touch your forehead to the floor. It stretches your legs and back.

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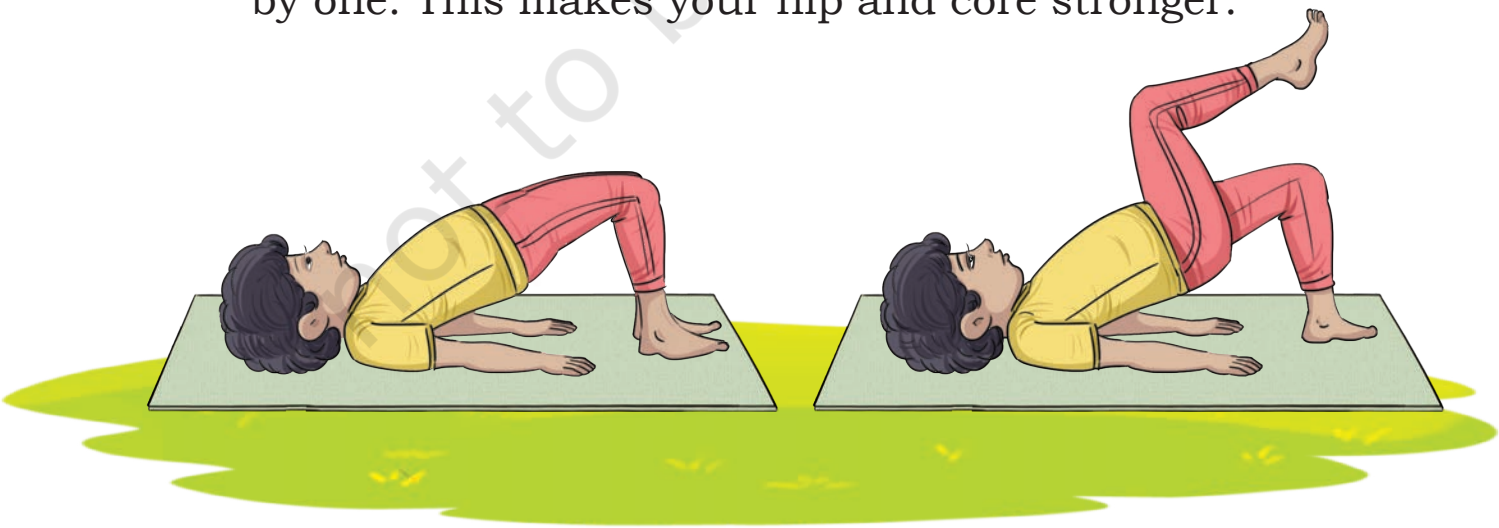
9. Inchworm Walkout

Bend down and touch your toes. Without moving your feet, crawl forward. Then using your hands like an inchworm until you are flat on your face like a plank. Crawl back similarly and stand up when you reach your toes again.

10. Glute Lift

Lie on your back with your knees folded and feet on the ground. Lift your hips and march your feet one by one. This makes your hip and core stronger.



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11. Shoulder Freehand Exercise

Stand against an actual or imaginary wall and raise your arms as shown in the figure below. Move your arms up and down slowly. This helps to improve the mobility of your shoulders and your posture.

12. Reverse Tabletop Hold

Sit with your feet on the floor and hands behind you. Lift your body to look like a table and hold this position. This makes your arms and core strong.

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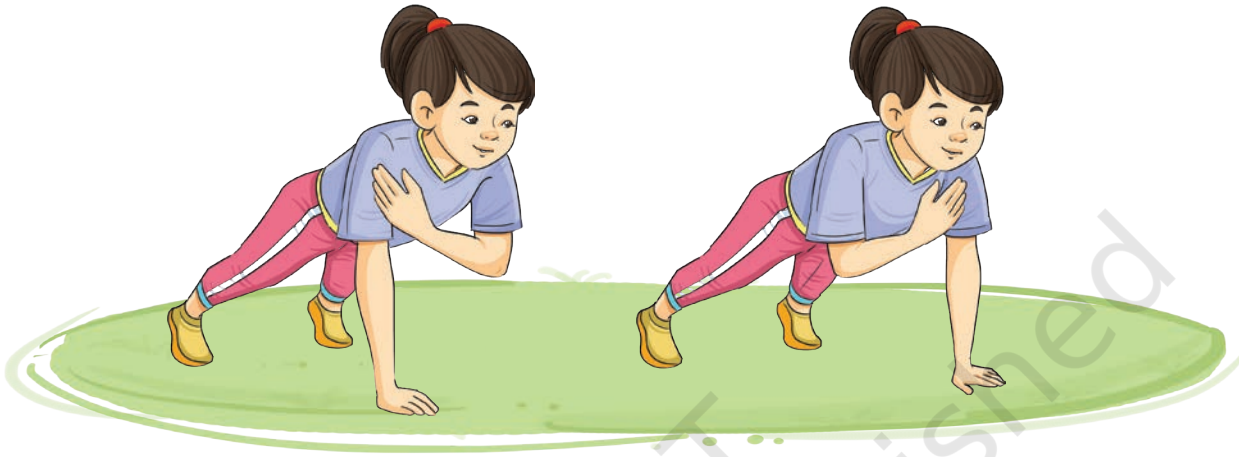
13. Shoulder Taps (from knees or plank)

Get into a plank position (or on your knees), and tap your opposite shoulder with one hand. Keep switching. This will strengthen your core muscles.



14. Side Shuffle with a Cross

Move sideways with one foot behind the other, then step out again, like a dance move. This will develop balance and coordination.

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15. Namkaran

Lie down and lift your left leg. Write your family name in the air using this leg, your first name using the right leg, and your full name with both legs. This is a fun name game that works your brain and body and helps in the development of core muscles.

16. Clamshells

Lie on your side with the knees bent together. Open your top knee as shown in the figure. This helps strengthen the hips and the legs.

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UNIT I

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Basic Motor Movements

Welcome to the exciting world of movements once again. Let us take our journey forward.

In continuation to the basic motor movements that we learnt in Grades 3 and 4, we use our large muscles for movements such as jumping, throwing, catching, kicking, and hitting. These are known as gross motor skills, which play a vital role in everyday tasks, sports, and maintaining physical fitness. In contrast, fine motor skills involve the use of small muscles in our hands and fingers, which are helpful for more precise actions like writing, drawing, picking up small items, and gripping objects.

Both gross and fine motor skills are essential components of basic motor development. There are five key motor movements that we emphasise: throwing, catching, kicking, receiving, and striking. The aim is to practice these skills through engaging activities using objects of various shapes, sizes, weights, and textures.

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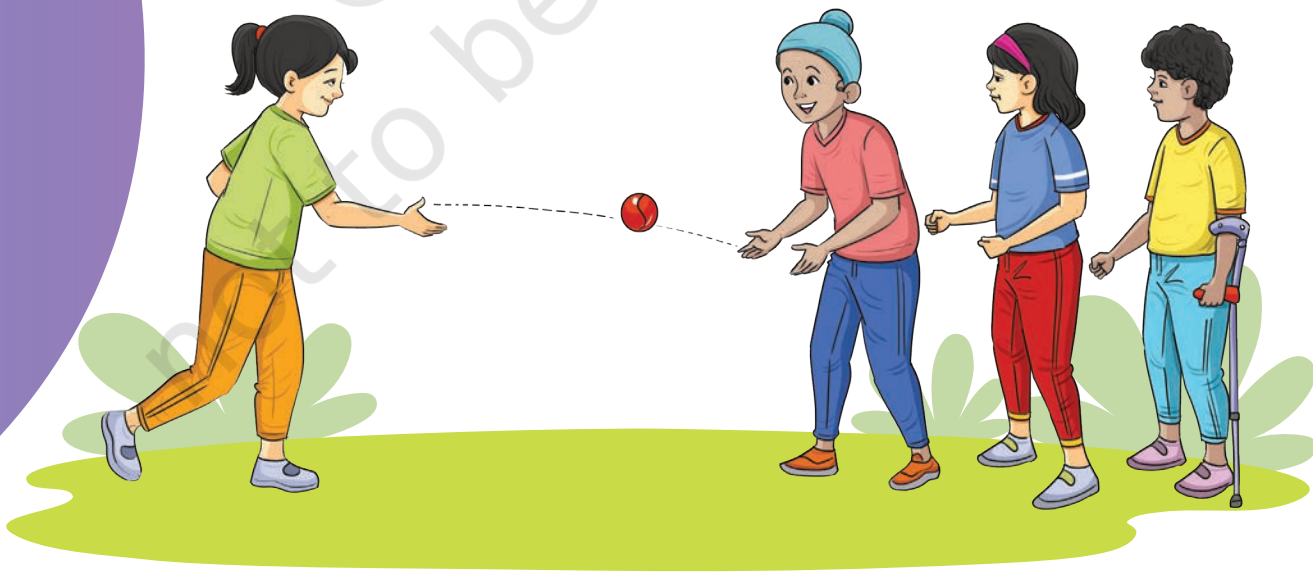
Chapter 1

Throwing and Catching

As we have learnt in the previous grades, throwing and catching are done with the help of our arms, shoulders, and torso. However, the hands are also used for releasing and catching an object.

Now, we will learn how to throw and catch by playing some interesting games.



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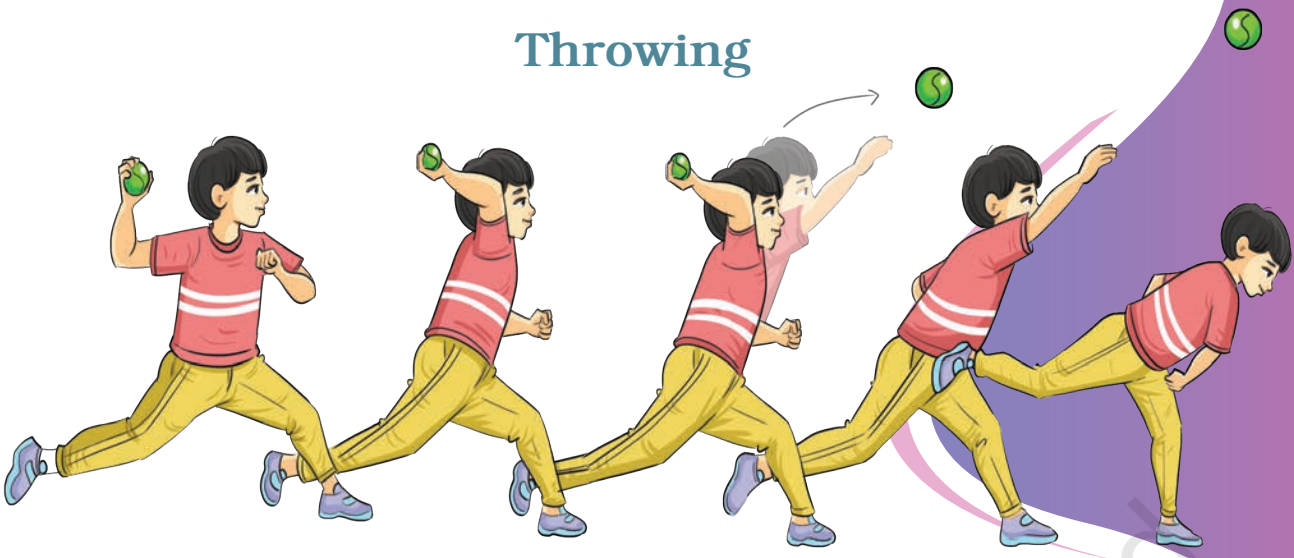
Throwing



1. Hold the ball firmly and stand with your legs apart, eyes on the target.
2. Run 3–4 steps and place your strong foot on the ground.
3. Swing the throwing arm backwards while twisting your waist, as shown in the image.
4. Bring your throwing arm forward and follow it through with your other foot.
5. Release the ball.

Notes for the teacher

1. Grip: The student holds the ball firmly with the fingers spread out.
2. Stance: Focus on the target, and run for 3–4 steps to generate force.
3. Throw: Twist the upper body smoothly, take back the throwing arm and swing it forward to release.
4. Follow-through: It should be smooth and without any jerk.

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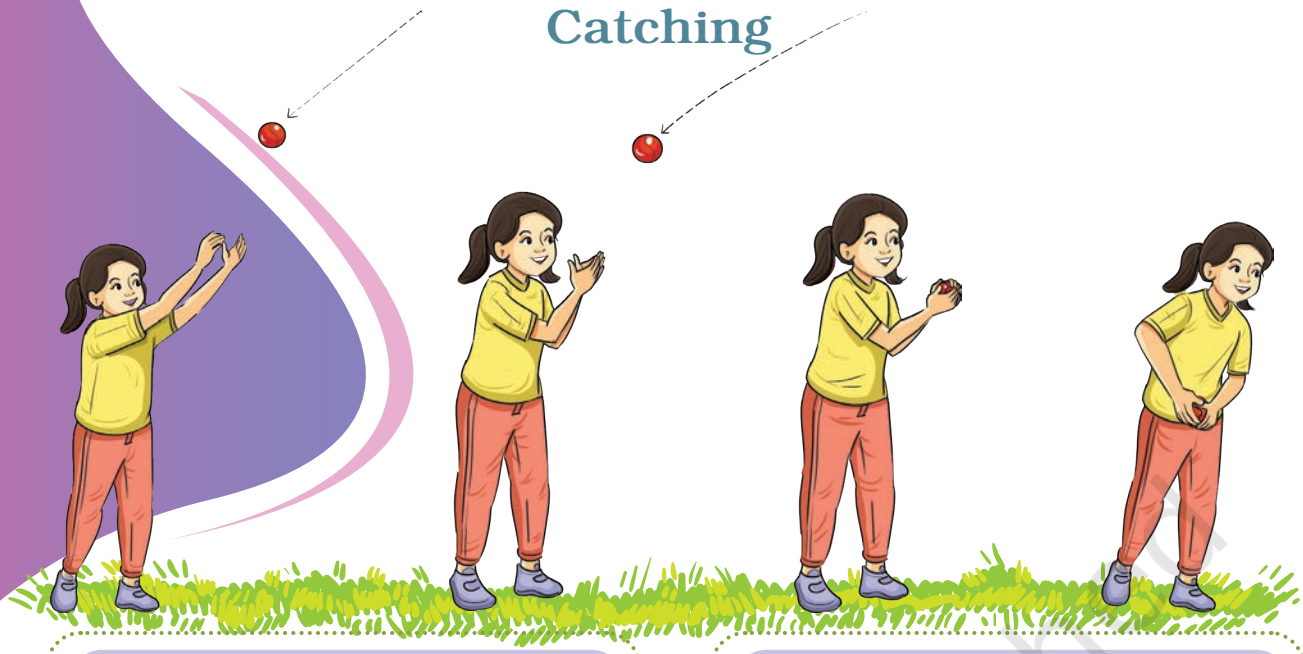
Catching



1. Stand comfortably and keep your eyes on the ball.
2. Run where the ball is expected to land.
3. Form a cup with your hands.
4. Let the ball come into your hands softly.
5. Bring your hands slightly backwards to decrease the force of the object.

Notes for the teacher

Ensure the following while the students practice catching —

1. Grip: Holds the ball firmly with the fingers spread out.
2. Stance: The body is relaxed and ready to approach the target.
3. Catching: Run where the ball is expected to land; body is behind the line of the ball; palms are joined to form a cup.
4. Hands are soft, and the eyes are on the ball.
5. Follow through: Let the ball fall into the hands; the hands are pulled back, and the knees are bent to minimise the impact.

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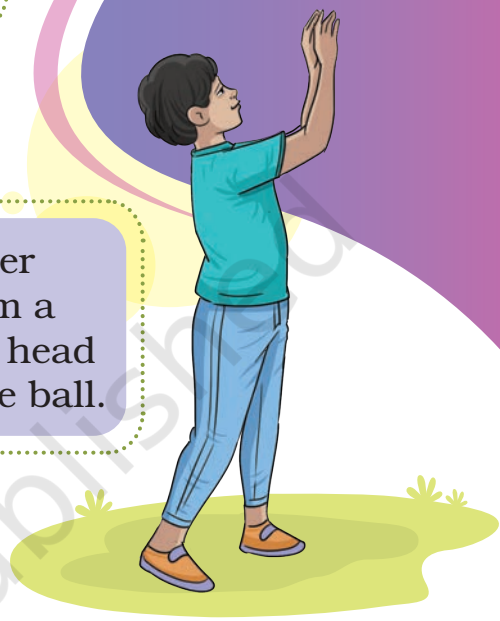
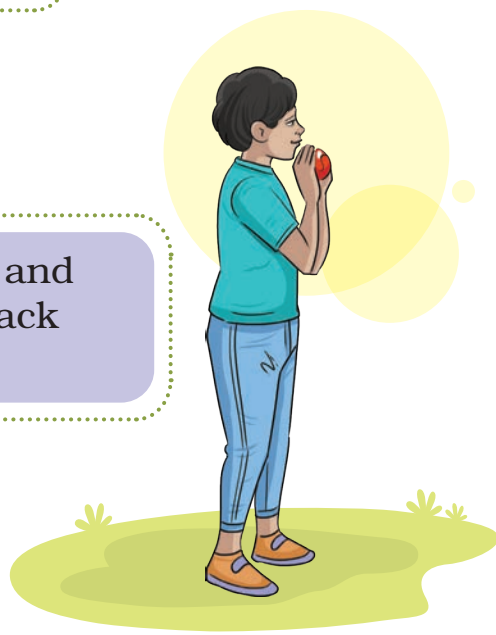
1. Stand with knees slightly bent like you are getting ready to jump.



2. Join your palms together above your head to form a reverse cup. Keep your head still, eyes up and on the ball.

3. Catch the ball softly over your head.



4. Hold the ball firmly and bend your elbows back towards the body.

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BM 1

Hush Hush Throw

Required Material

Soft ball

How to play

- Form multiple teams and make them stand in a circle marked on the ground.
- A defender stands at the center of each team.
- Any one student in the circle will hold the ball.
- At the sound of the whistle, the students will throw the ball to each other randomly without any signal or noise.
- Students are not allowed to hold the ball for more than three seconds.
- The defender will try to intercept the ball, and if intercepted, the thrower will become the defender, and the game will continue.

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DID YOU KNOW?

The human body has 206 bones which give them structure and shape.

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PURPOSE

To develop agility and coordination with quick decision-making skills.

VARIATION

- Vary the size of the ball.
- Vary the number of balls and defenders to make the game harder.
- Rules can be made to throw the ball below or over the head.
- Use different throws like underarm, overhead and sidearm.

CIRCLE TIME

Discuss and share ideas on how you can measure the 3 seconds while playing.

What factors will you consider when deciding on whom to throw the ball to?

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BM 2

Count and Rep

Required Material

Balls of different sizes

How to play

- The students will stand in front of a wall with a tennis ball.
- The student will match the counts with the number of catches.
- Count 9: Throw the ball underarm on the wall and catch it as it bounces back for nine times.
- Count 8: Throw the ball overarm on the wall and catch it as it bounces back for eight times.
- Count 7: Throw the ball on the wall with the right hand and catch it with the left hand seven times.
- Count 6: Throw the ball on the wall with the left hand and catch it with the right hand six times.
- Count 5: Throw the ball on the ground, make it bounce back from the wall, and catch it five times.
- Count 4: Throw the ball on the wall and clap twice before catching it back. Repeat this four times.
- Count 3: Throw the ball on the wall, clap once on the backside, and receive the ball thrice.
- Count 2: Throw the ball, aiming it high on the wall and jump to catch it over your head. Repeat this twice.
- Count 1: Throw the ball on the wall, turn right, and move backwards to catch it as it bounces back.

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PURPOSE

To develop coordination, concentration and reaction time.

VARIATION

- Vary the size of the ball
- Vary the count, rep and throwing skill.

CIRCLE TIME

Which throw did you find difficult, and what did you do to successfully complete it?

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BM 3

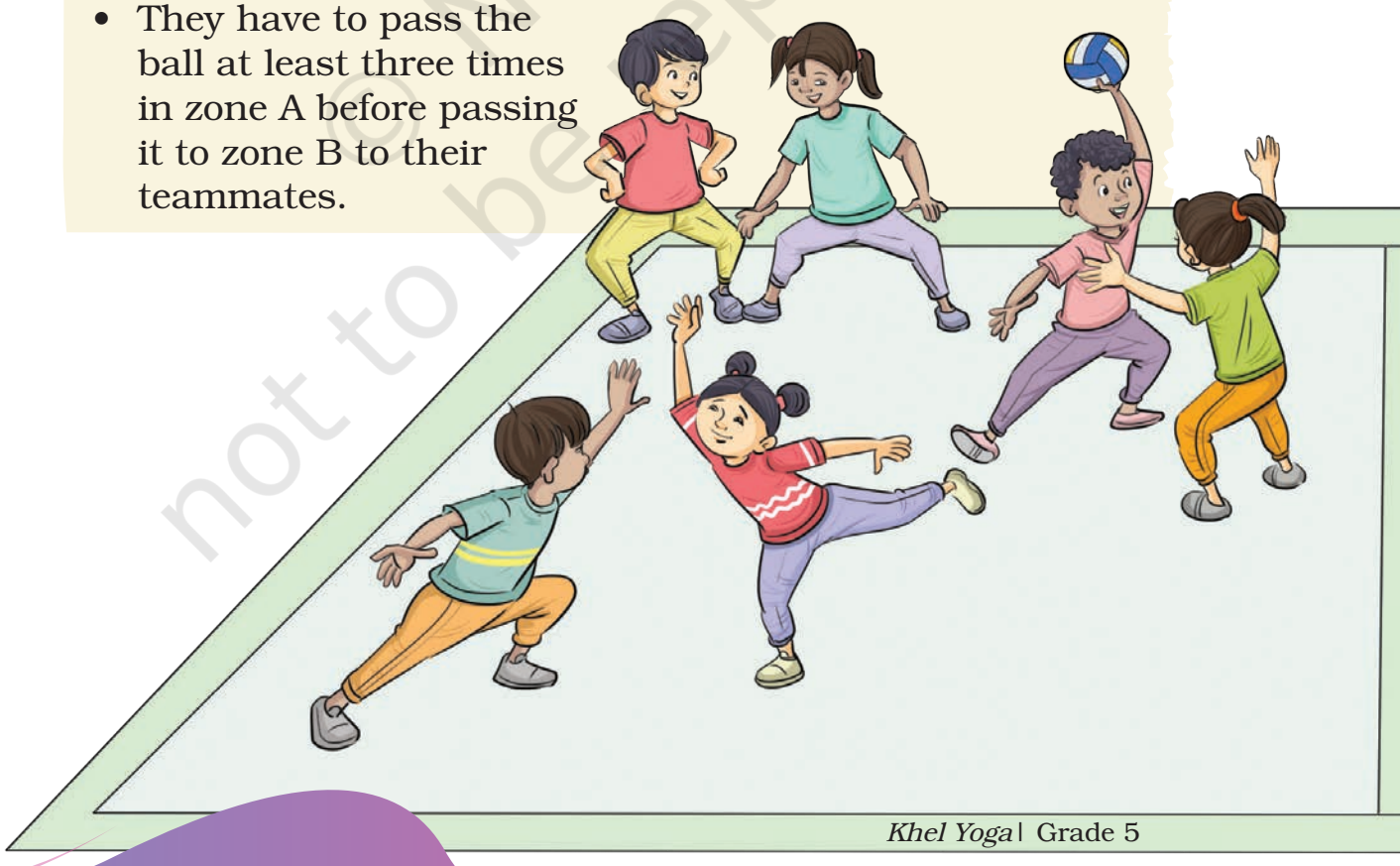
Pass and Score

Required Material

Balls of different sizes

How to play

- Divide the playing area into two equal zones (A and B). and form two teams (X and Y).
- Distribute an equal number of students from both teams into each half.
- On the sound of the whistle, a student of Team X in zone A will start passing the ball to their teammates, and the students of Team Y will intercept.
- They have to pass the ball at least three times in zone A before passing it to zone B to their teammates.



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- If a student of the same team catches the ball in zone B, the team will gain one point.
- If a student of the other team intercepts the ball, they will pass it thrice before throwing it to the other half to score a point.
- The team with maximum points at the end will win the game.

PURPOSE

To develop agility, coordination and teamwork.

VARIATION

- Vary the number of students in each team.
- Vary the size of the playing area.

CIRCLE TIME

Make changes to make the game more interesting.

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BM 4

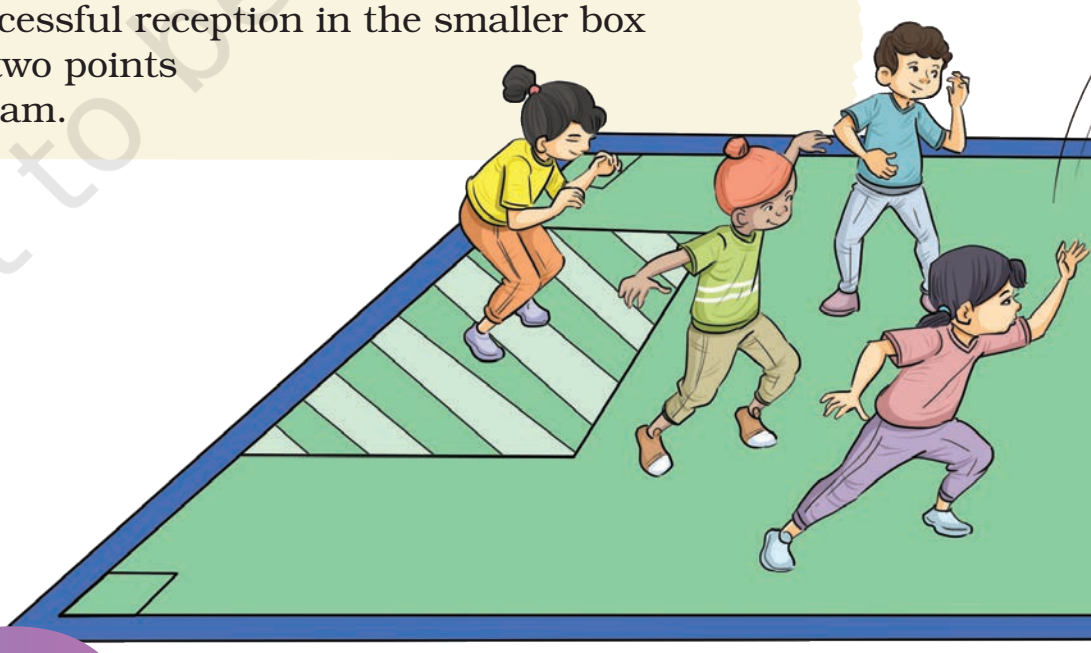
Hand the Ball

Required Material

Medium-sized ball

How to play

- Divide the students equally into two teams.
- Mark a rectangular playing area, make two large boxes at each end and one small box at each corner (in total six boxes).
- One student of each team will stand in the large box at their end.
- The game will start from one end, and the students will aim to pass the ball to their teammate standing in the box at the other end.
- Every successful reception inside the larger box will earn one point for that team.
- Every successful reception in the smaller box will earn two points for that team.



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- In order to receive the ball in the smaller box, any student of the same team can move into the box on their side and catch the ball.
- After completing the pass, the ball will be handed over to the other team.
- This will continue for a fixed time, and the team with the maximum points at the end will win the game.

PURPOSE

To develop spatial understanding and cooperation.

VARIATION

- Vary the number of students in each team.
- Vary the size of the playing area.

CIRCLE TIME

How will you help the students of the losing team to overcome the feelings of defeat?

How did you anticipate the correct place to receive the ball?

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BM 5

Catch and Hit

Required Material

Soft balls of different sizes

How to play

- Divide the students into pairs, where each pair has a soft ball.
- The pairs will find a safe space in the field and wait for further instructions.
- On the call of "catch", students will start passing the ball to each other.
- When the teacher calls out "throw", the student without the ball will start running away from the partner.
- The student with the ball in hand will try to hit their partner with the ball, and the other student will try to dodge it.

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DID YOU KNOW?

The left brain is known for helping with logic, math, reading, writing, and thinking in an organised, step-by-step way. On the other hand, the right brain is more creative and helps with art, music, imagination, and understanding pictures and patterns. While the left brain is like a planner, the right brain is like a dreamer.

PURPOSE

To develop accuracy in throwing and reaction time.

VARIATION

- Vary the size, weight, and shape of the ball.

CIRCLE TIME

What did you do to make your throws more accurate?

What strategies are used by the students while dodging and hitting the ball?

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BM 6

Bull's Eye

Required Material

Tennis balls and cones, a hula-hoop

How to play

- Form teams of 4–5 students.
- Place three markers. Spot A is where students will line up. Spot B, which is 5 metres from Spot A, is where tennis balls will be placed. Spot C, where a target/hula-hoop/tyre/circle on the wall will be marked.
- On the sound of the whistle, students from Spot A will run to Spot B, pick up the ball and throw hard at the target.

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- After throwing, students will run to collect the ball and place it back at point B.

PURPOSE

To develop power in their throw and also to foster a quick response.

VARIATION

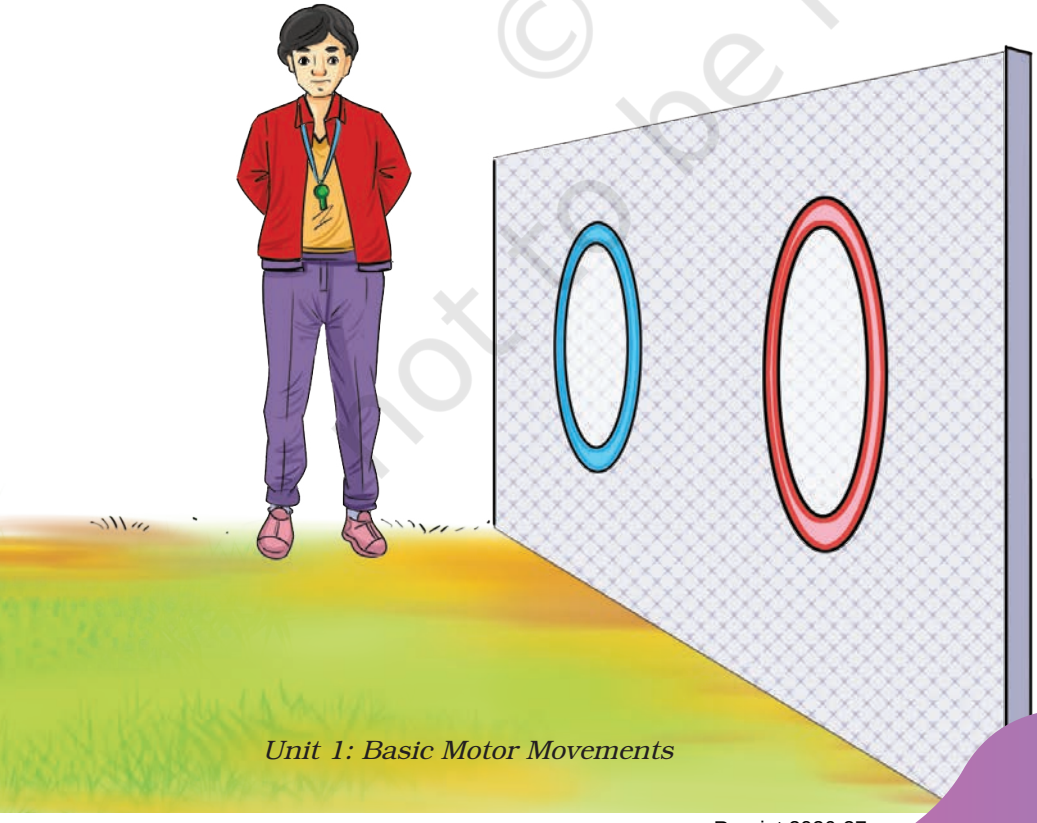
- Vary the number of students in each team.
- Vary the size of the playing area and the distance between the spots.

CIRCLE TIME

How did you predict the ball's direction after hitting the target, and how did you reach the ball quickly?

DID YOU KNOW?

Focus and concentration are the key aspects to target precisely.



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Chapter 2

Kicking and Receiving

Have you ever played football? In football, we kick the ball to our teammates and also receive the ball from them.

Kicking is an essential skill where we use our feet to direct the ball towards a specific target or direction.

Receiving is equally important, as it involves controlling the ball with our feet when it comes to us, ensuring we don't lose possession.

Let's explore how to kick and receive a ball effectively using our feet. After learning these skills, we'll enjoy playing some fun games!

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Kicking

1. Stand 5 metres behind the ball and keep your eyes focused on it.

2. Run towards the ball.

3. Keep the non-kicking leg to the side of the ball and then kick the ball using the inner part or the top part of the kicking foot.

4. Swing the arms sidewards and follow through in the direction of the kick.

Notes for the teacher

Ensure the following while the children practice kicking—

1. Stance: Relaxed shoulders while approaching the ball.
2. Approach: Approach the ball and calculate the stride length.
3. Kicking: Swinging back the kicking leg as required and bringing it fast to kick the ball.
4. Follow through: The arm goes sidewards. The kicking leg and the body go forward in the direction of the ball. It should be smooth and without any jerk.

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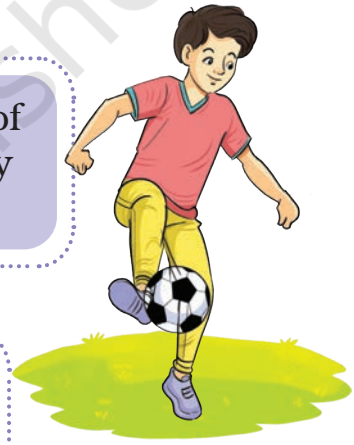
Receiving

1. Stand and anticipate the direction and speed of the ball.

2. Approach the ball and take your position while raising the leg on which you want to receive the ball. Keep the other leg firmly on the ground.

3. Receive the ball with the inside of the foot and move the leg slightly backwards while receiving.



4. Balance your body as the ball touches the ground, and try to dribble the ball after receiving.

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Notes for the teacher

Ensure the following while the children practice receiving skills—

1. Stance: Legs and shoulders should be relaxed, run towards the ball and keep the body in line with the ball.
2. Anticipate and be ready: Anticipate the path of the ball and approach the ball where you want to receive it.
3. Receiving: Shift the body weight on the non-receiving foot, always receive the ball on the instep of the receiving foot and on contact, take the foot slightly backwards.
4. Follow through: Keep the body low and maintain balance by shifting the body weight as required.

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BM 7

Friendly Goal

Required Material

Football and cones

How to play

- Form teams of three students each.
- Place two cones 5–7 meters apart and ask two students to stand in front of the cones and one at the centre.
- The student at the centre will stand with feet apart, posing as a goal. The student is free to change their position.
- On the sound of the whistle, a student standing near the cone will try to kick the ball between the legs of the student standing at the centre, and the other player will receive it.
- The ball should be hit below knee height.
- Change positions quickly to provide the opportunity to all three players.

PURPOSE

To develop accuracy in kicking.

VARIATION

- Vary the distance between the students.
- Use both legs alternately.
- Students can also juggle the ball in the air 2–3 times before kicking.

CIRCLE TIME

Discuss steps to ensure safety of the student standing at the centre while kicking.

As a student standing at the centre, how would you stand to ensure your own safety?

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BM 8

Clear the Centre

Required Material

Marking powder and footballs

How to play

- Form two uneven teams. Team A will have 4–5 students, and Team B will have 12–15 students.
- Form circles as shown in the picture.
- Team A will stand inside the circle with each player

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having one football each, and Team B will stand outside the outer circle.

- At the sound of the whistle, Team A will kick the balls outside the circle as far as possible.
- Team B students will try to retrieve the footballs quickly and kick them back into the circle carefully so that they do not go out of the circle.
- Rotate the students in the inner circle to provide an opportunity to all.

Note for the teacher

Ensure that the students retrieve the ball only with their legs.

PURPOSE

To develop response time with leg-eye coordination.

VARIATION

- Vary the number of students in each team.
- Vary the size of the playing area.
- Use different sounds to start, pause and stop the game.

CIRCLE TIME

Suggest new rules for playing the game to make it more difficult and interesting.

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BM 9

Wall Goal

Required Material

Cones and footballs

How to play

- Form teams of 5 students each.
- Provide one football and a cone to each team.
- The student will place the cone at a distance of 5 feet from the wall and place the ball next to the cone.
- The aim is to kick the ball onto the wall in a way that it will rebound and hit the cone.
- If a team successfully hits the cone, they can move the cone 1 foot further and continue kicking.
- Mark a line at ten feet; if the students cross it, they will receive one point.
- The team with the maximum points will win the game.

DID YOU KNOW?

Rubber balls bounce from any hard surface primarily due to its elasticity and momentum.

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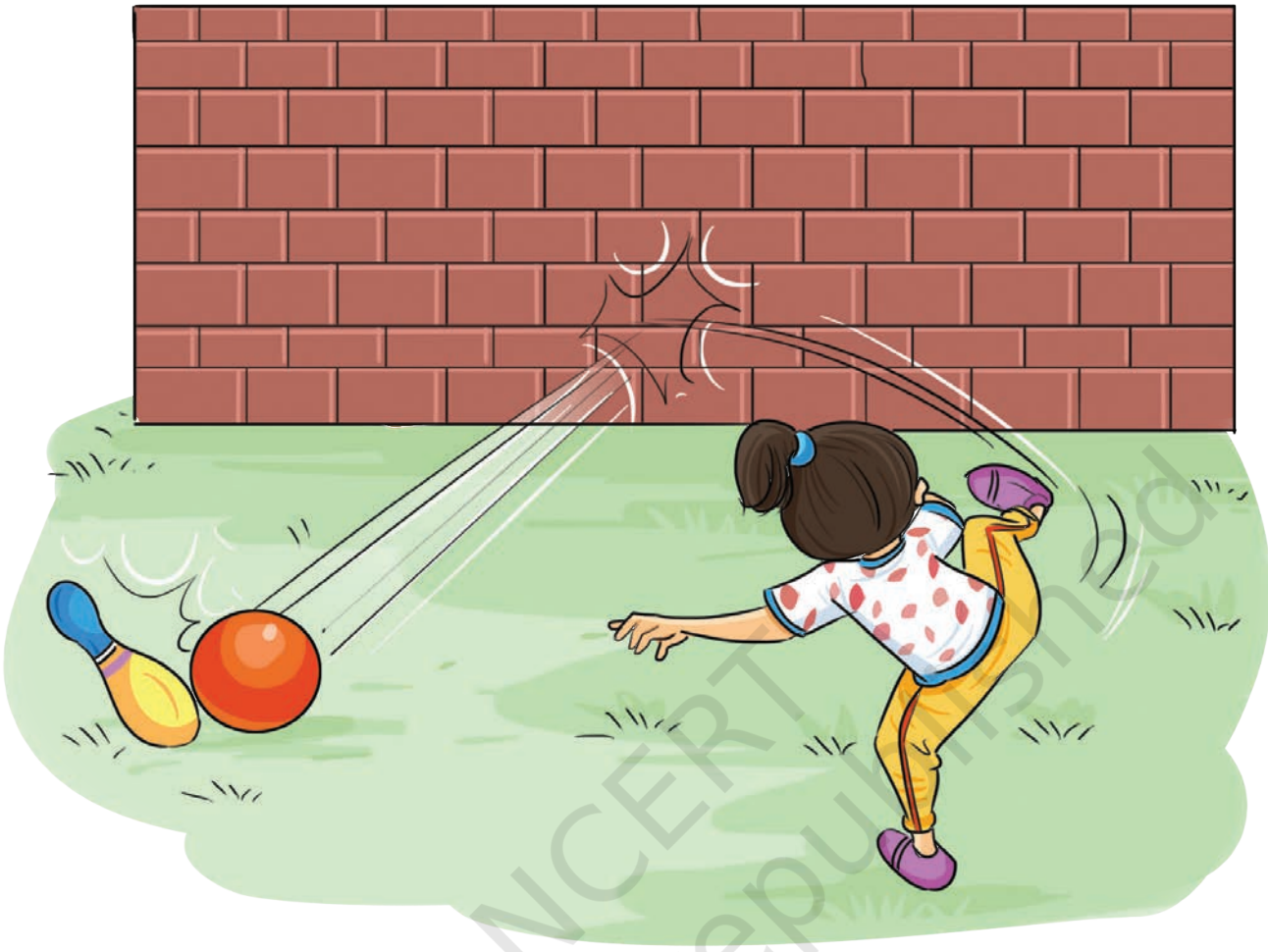

PURPOSE

To develop a sense of force and work the angles while kicking.

VARIATION

- Vary the number of students in each team.
- Use different objects in place of cones to change the hitting target.
- Keep the object at different rebound angles.

CIRCLE TIME

Discuss ways of hitting the ball on the wall so that it rebounds straight back or at different angles.

Realise the difference in the force applied for hitting the cones placed at different distances and angles.

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BM 10

Foot Cricket

Required Material

Football

How to play

- Form two teams. Toss a coin to choose batting or fielding.
- Set up the ground, wickets and pitch as done in the game of cricket.
- Bowlers and fielders will use their hands to roll the ball for bowling or to field.

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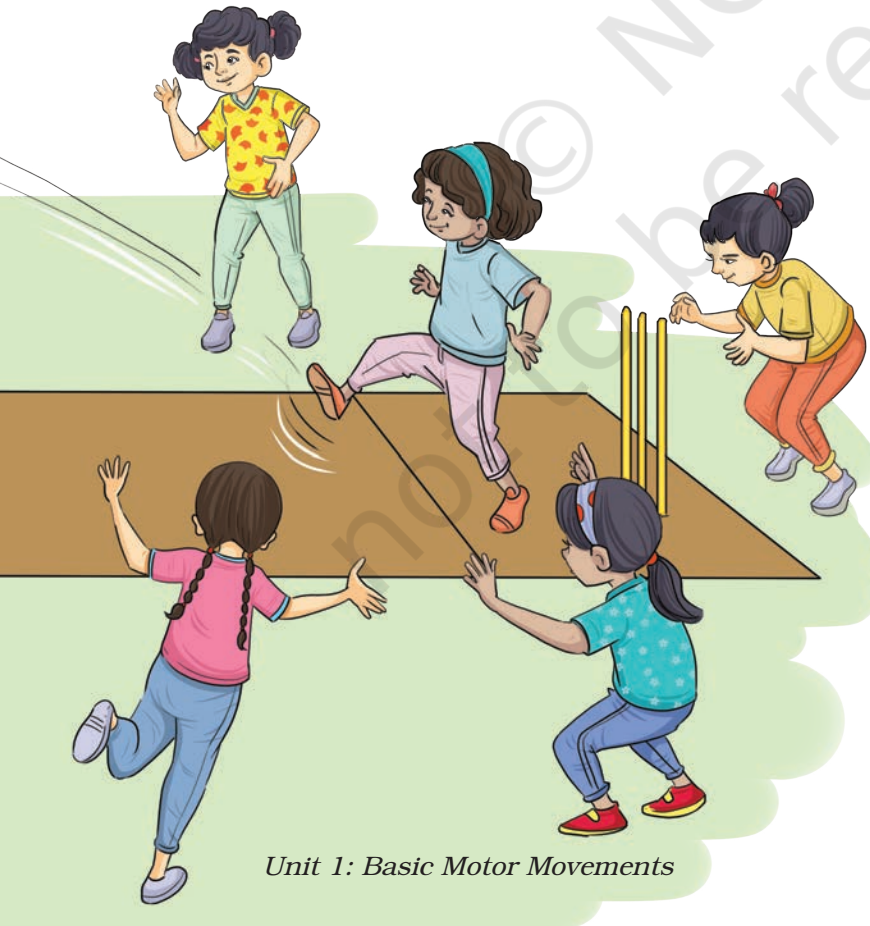
- The batter will use their leg to kick the ball.
- Fielders will use their hands to receive the ball.
- The rest of the rules are the same as cricket. The team with the maximum runs at the end will win the game.

PURPOSE

To develop teamwork and coordination among teammates.

VARIATION

- Vary the number of students in each team.
- Vary the size of the playing area.



CIRCLE TIME

Share ideas on how to play better as an individual and as a team.

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BM 11

Kick in the Square

Required Material

Football, marking powder.

How to play

- Mark 6 rectangles of different sizes on the ground and mark a line 5–7 metres apart from the squares.
- Form teams of 4–5 students each.
- Give each team a football, and they will line up behind the kicking line.
- The teacher will give a target to students to kick the ball into one of the squares.

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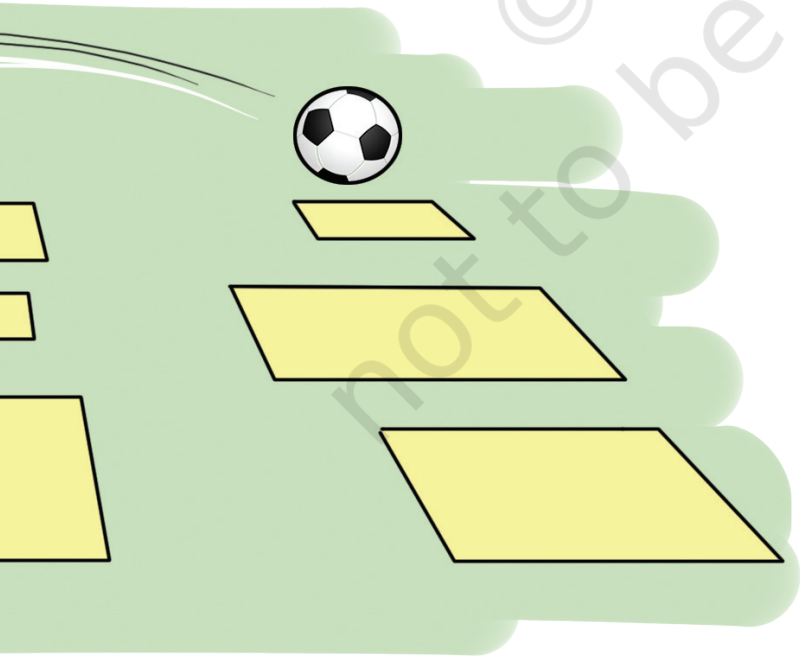
- Both teams will try one by one to kick the ball inside the designated square.
- Whichever team kicks in the square first will get a point.
- This will continue until a team gets 10 points and is declared a winner.

PURPOSE

To develop leg-eye coordination, sense of space, and sense of force with respect to distance.

VARIATION

- Vary the size, shape and weight of the ball.



CIRCLE TIME

Realise the difference in force applied while kicking the ball in squares of different sizes.

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BM 12

Hit the Potato

Required Material

Tennis balls and footballs

How to play

- Form teams of 8 students each.
- Place two cones 10 metres apart in the centre.
- Place one student each with a tennis ball next to the cones.

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- Place 3 students at a distance of 5–7 metres from the cone on both sides and provide 3 footballs to each team.
- The students standing at the cones will roll the tennis ball across the cones, and the students with the football will try to hit the moving tennis balls.
- If a student hits a tennis ball, that student will exchange places with the student rolling the ball, and the game will resume.

PURPOSE

Develop a sense of space with respect to moving objects and accuracy.

VARIATION

- Vary the number of students in each team.
- Vary the size of the rolling targets.
- Vary the pace of rolling.

CIRCLE TIME

Share the difficulties you faced while hitting the moving target and how you dealt with them.

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Chapter 3

Strike the Object

Striking an object while playing helps us gain various types of learnings in an enjoyable way. Various racquet sports are emerging nowadays. For example, pickle ball, ball badminton, squash, etc., along with the more familiar badminton, table tennis and tennis. Learning to strike an object with a racquet or striking surfaces can be fun. Let's try!

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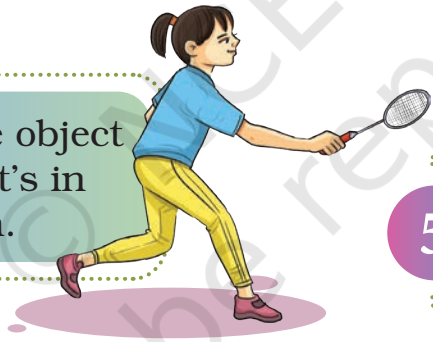
Striking the Object with a Bat/Racquet/Stick

1. Hold the racquet and stand sidewards with the knees slightly bent.

2. Anticipate the object and move towards it.

3. Reach and swing the racquet. Rotate shoulders and hips.

4. Hit the object while it's in motion.



5. After hitting, follow through as shown in the picture.

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Notes for the teacher

Ensure the following while the children practice hitting skills—

1. Stance: stands sidewards; legs are shoulder width apart, ready to approach the object; the eyes are always on the object.
2. Grip: Firmly with the top hand and loosely with the bottom hand for direction.
3. Hitting: Step forward on the front foot, swing and rotate the hips and shoulder while hitting, keep eyes on the object, extend arms fully at the contact point and hit.
4. Follow through: Swings the upper body along with the racquet, which goes around the body, and finishes over the shoulder.

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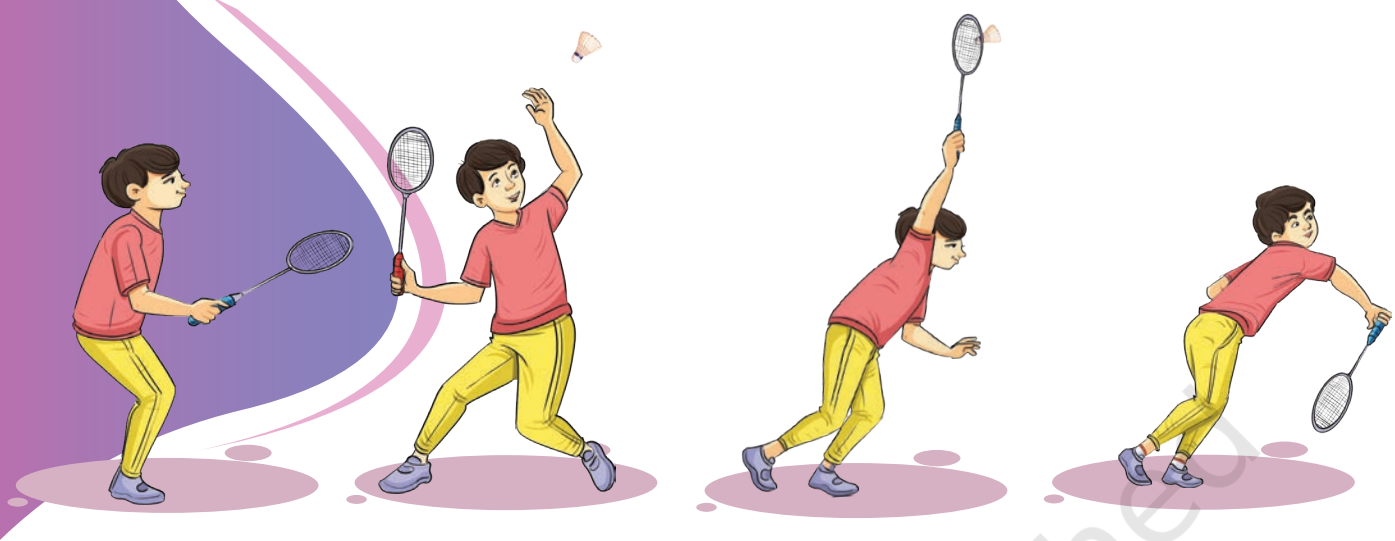
Receiving the Object with a Racquet



1. Stand with knees slightly bent and the racquet facing the direction of the incoming object.

2. Bend forward and hold the racquet in both hands. Keep the hands gentle on impact.

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Notes for the teacher

Ensure the following while the students practice receiving with an object—

1. Stance: Keep the feet shoulder width apart, knees slightly bent, and the body facing the object and ready to approach.
2. Grip: Holds the racquet gently with both hands.
3. Anticipate: Predict the path of the object, approach the object and keep the body low and aligned with the body accordingly.
4. Receive: Align in line with the approaching object and receive, keeping your hands gentle.

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BM 13

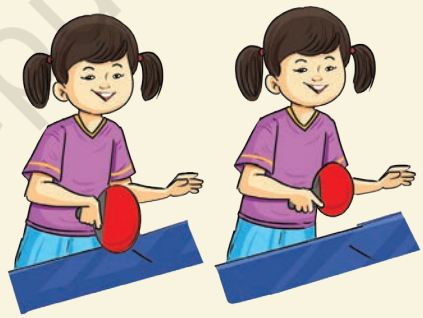
Handle with Care

Required Material

Racquets and
Tennis balls

How to play

- Mark a starting and finish line 10 meters apart from each other.
- Divide the students into groups of 5 and ask them to stand in a line.
- Students in the front will stand on the starting line with a table tennis racquet or a hard board, and a plastic ball.
- On the sound of the whistle, they will start walking and tossing the ball until they reach the finish line.
- While returning, hold and balance the ball on the racquet or hard board, and come back to the finish line.
- Other students will follow till all have completed the activity.



PURPOSE

To develop concentration and balance.

VARIATION

- Vary the distance between the start and finish lines.
- Vary the actions, such as balancing multiple balls, etc.
- Vary the tapping with forehand, backhand and mixed.

CIRCLE TIME

Identify the things that distracted you from concentrating on the task. What did you do to overcome them?

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BM 14

Balloon Strike

Required Material

Balloons or
small-sized ball

How to play

- Mark a rectangular playing area with a goal at both ends.
- Make two teams each consisting of 4–5 students.
- Give one balloon to any team and they have to put the balloon in the opponent's goal.
- Every time the student has to toss the balloon and strike it to pass the balloon to their teammates.
- The team with the most goals will win the match.

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PURPOSE

Develop coupling movements (hitting while running) with cooperation among teammates.

VARIATION

- Vary the size of the playing area.
- Replace the balloon with soft balls.

DID YOU KNOW?

Spatial sense is important that it helps in recognising space, shape, sizes, positions, directions and movements and how objects relate to oneself and others.

CIRCLE TIME

Discuss the difference in the path of the balloon at different contact points after tossing and hitting (very high above the head, just above the head in front or right of the head).

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BM 15

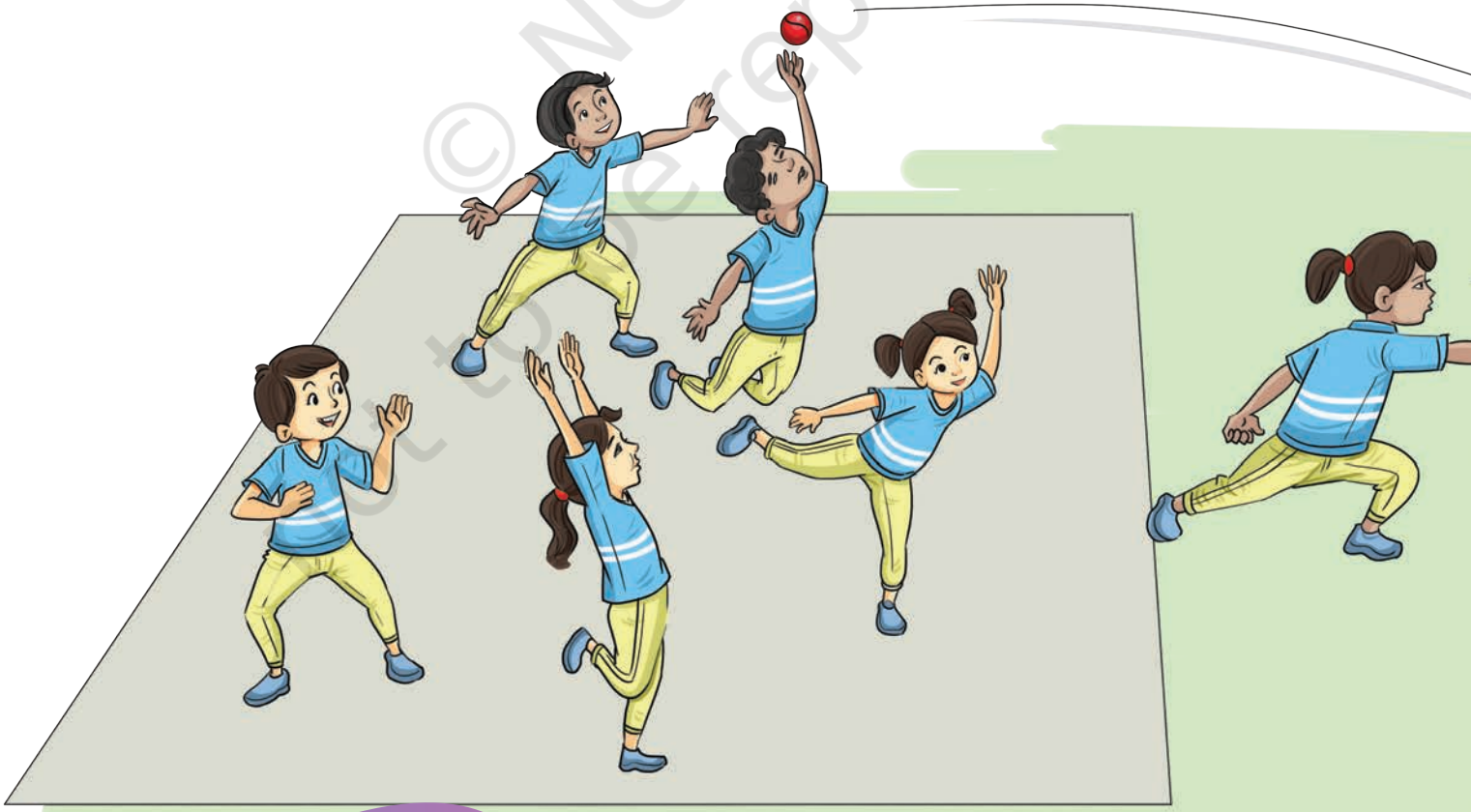
Catch to Win

Required Material

Cricket bat and tennis ball

How to play

- Divide the students into 2 teams A and B.
- Mark a square as required and ask Team A to take position inside the square.
- Team B will stand ten meters from the square, with one student with a bat and one with ball.



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- On the blow of the whistle, one student from Team B will throw an underarm ball to the student with the bat.
- The student will hit the ball into the square.
- If Team A catches the ball, they will score one point; if the ball falls on the ground, then Team B will score one point.
- Students take turns to hit the ball one by one, and each student will hit the ball at least 5 times before changing positions with Team A.
- The team with the maximum points will win the match.

PURPOSE

To develop hand-eye coordination, accuracy and range of striking with a sense of force.

VARIATION

- Vary the size of the square and the distance between students.
- Vary the size of the ball or the hitting apparatus.
- Hit the ball high, straight or low to add variations.

CIRCLE TIME

Discuss the difference between striking the ball and hitting the ball high, straight, or low.

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BM 16

Corner Tennis

Required Material

Racquet and tennis balls

How to play

- Mark a big square and divide it into 4 zones.
- Place 4 students at each corner of the square.
- A student at Zone 1 will hit the ball so that it bounces into the zone of any other student.
- The student in whose zone the ball bounces in, will try to hit it in any other student's zone after one bounce.
- If a student fails to hit or land the ball in the other student's zone, they will leave the racquet and give it to the students waiting for their turn.

DID YOU KNOW?

Playing outdoor games improve motor skills, balance, and coordination.

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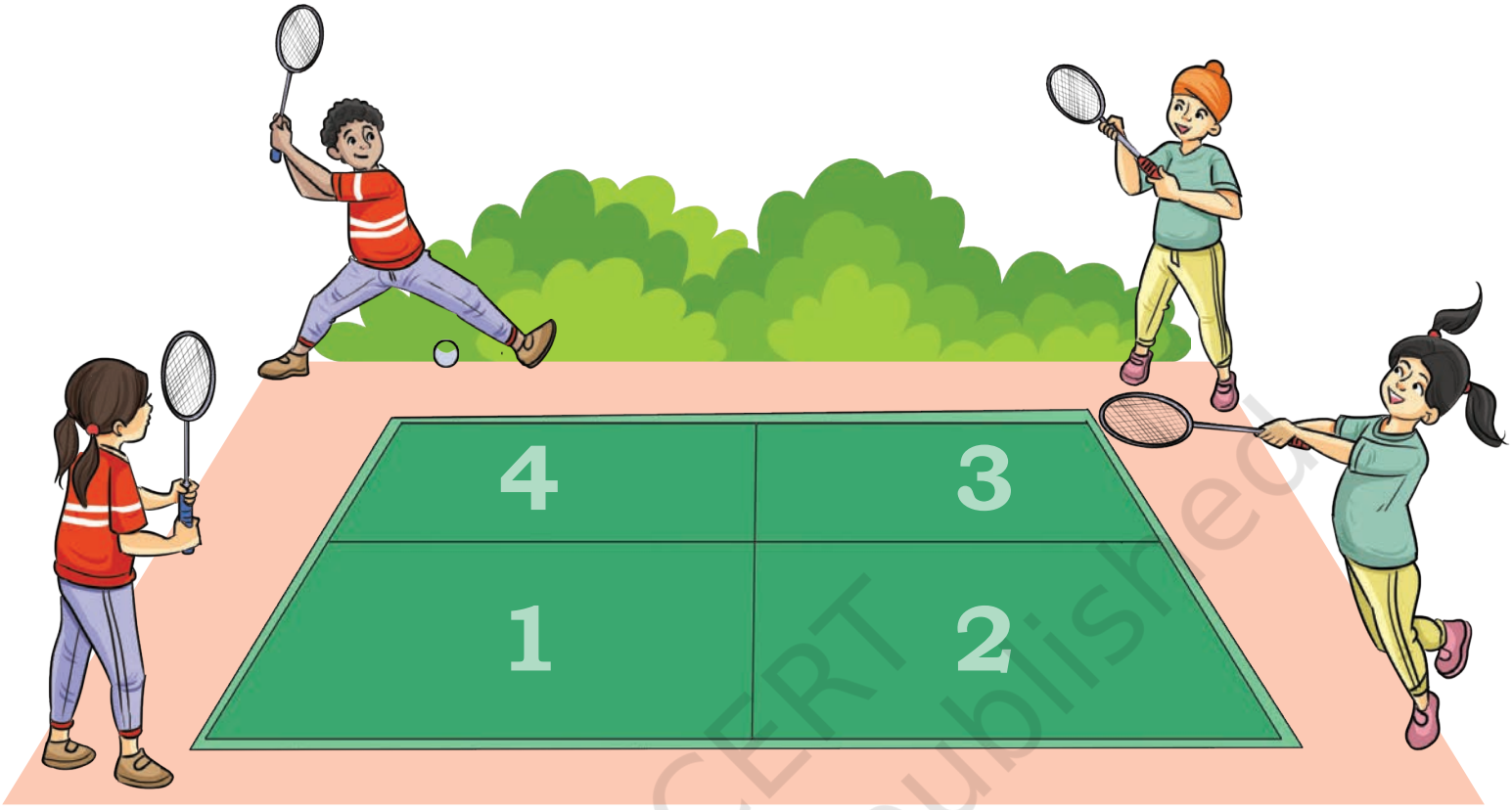

PURPOSE

To develop accuracy and anticipation with quick decision-making.

VARIATION

- Use your palm to hit the ball instead of the racquet.
- Vary the size of the playing area.
- Vary the size of the ball.

CIRCLE TIME

Discuss the factors that you will keep in mind to reach the ball. For example, the path, bounce and the speed of the ball. To hit the ball, it is vital to judge the position of the body and find an easier angle to hit.

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BM 17

Hit and Cover

Required Material

A long stick or bat and tennis balls

How to play

- Divide the students into equal teams and mark a square of 10 × 10 meters with three bases and a smaller square at one corner.
- One team will bat, and the other will field.
- Place three balls in the smaller square, and the first batter will hit all the balls quickly.
- The batter will run after hitting the third ball and try to cover as many bases.
- The fielders will try to gather the balls and quickly put them back in the small square.
- The batting team will get points equal to the bases covered by the batter.
- After this, the next batter will come and his points will be added to the score.
- Once everyone has batted in the batting team, the roles will be reversed.
- The team with the maximum score at the end will win the game.

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PURPOSE

To develop upper body strength, speed, and hand-eye coordination.

VARIATION

- Vary the size of the balls.
- Vary the size of the field.

CIRCLE TIME

This activity will help you develop upper-body strength.

Discuss other activities that involve upper body movement to strengthen your muscles.

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BM 18

Hidden Ball

Required Material

Stick, tennis balls/ soft/cushion balls

How to play

- Mark a circular area with a chair in the middle and a ball placed under the chair.
- 6–7 students each with a tennis ball and a stick in their hand stand outside the marked circle.
- The aim of each student is to hit the ball under the chair and move it to the other side of the circle.
- The students will retrieve balls from other students and try to hit the ball under the chair.

DID YOU KNOW?

A game played with a stick and a ball called hockey has given India eight Olympic gold medals.

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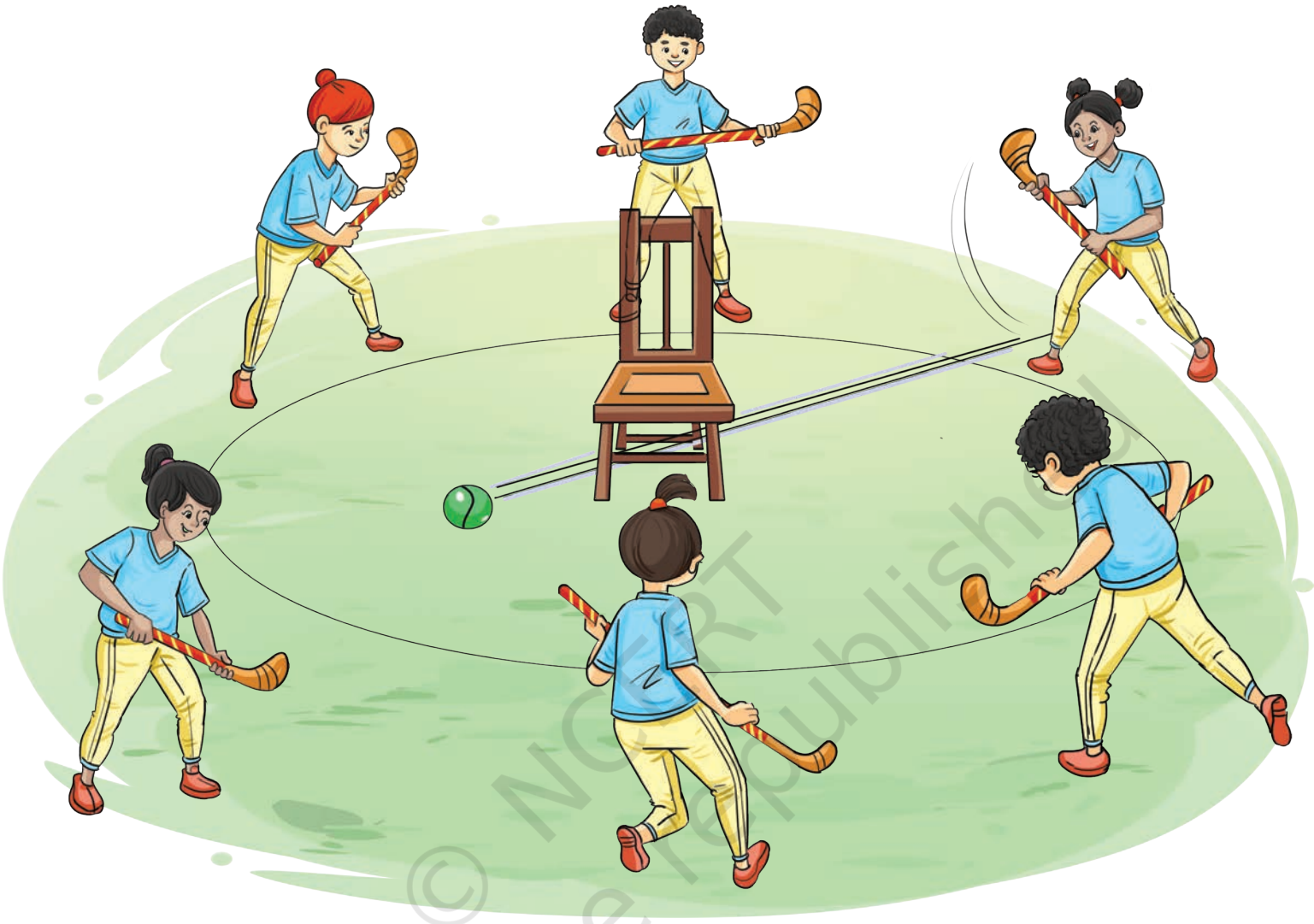

PURPOSE

To develop sense of coordination and improve accuracy when hitting a target.

VARIATION

- Vary the size of the circle.
- Place a goalkeeper to guard the centre.

CIRCLE TIME

How did you adjust your position while retrieving the ball hit by your teammates?

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Chapter 4

Little Steps

The key to success is to set and achieve goals. For example, holding the *naukasana* for 20 seconds, T-balance on one leg for 20 seconds or doing jumping jacks for 60 seconds. Every individual sets different goals based on their needs, but there are some goals which all of us should try to achieve. In this chapter, we will set and achieve individual goals on maintaining balance and growing strong.

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BM 19

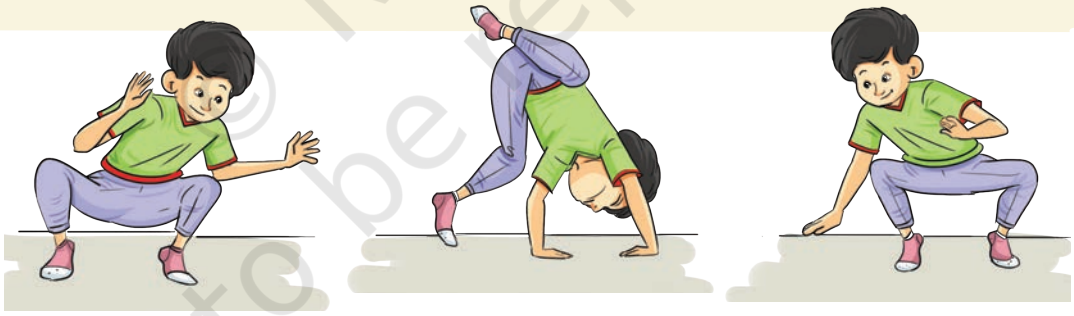
Crab Wheel

Required Material

Mats

How to play

- Find and mark an area and sit on the ground in a crouching position with legs spread a little broader than the shoulders.
- Tuck your elbows inside to avoid injury and maximise strength.
- On the whistle, put both hands sidewards one by one while moving the feet, and roll in the air to the other side.
- The pattern is one hand, then the other hand, then one foot and lastly the other foot.
- Repeat this activity by changing the direction.



Note for the teacher

Discuss with the student how to improve flexibility and upper body strength to perform this skill correctly.

PURPOSE

To develop upper body strength and flexibility.

VARIATION

As the students get comfortable, change crab wheels to cart wheels.

CIRCLE TIME

Think about other such activities that help to improve upper body strength or flexibility.

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BM 20

Listen Carefully

Required Material

Cones

How to play

- The students will be divided into groups of 10-12 each and stand on the starting line.
- On the sound of the whistle, The students will start jogging towards the finish line.
- The teacher will randomly take names of different movements, such as walking on the toes, walking on the heel, jumping on the spot, back running, right side shuffle, left side shuffle, hopping, etc., and the students will perform that movement.
- After reaching the finish line, walk back to the starting line.

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DID YOU KNOW?

Your brain gets the signal (like seeing a ball coming towards you), makes a decision, and tells your body what to do—all in less than a second!

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PURPOSE

To develop different motor movements and response time.

VARIATION

- Vary different movements in every round.

CIRCLE TIME

Discuss the movements which you found difficult to perform and find ways to overcome the difficulty.

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BM 21

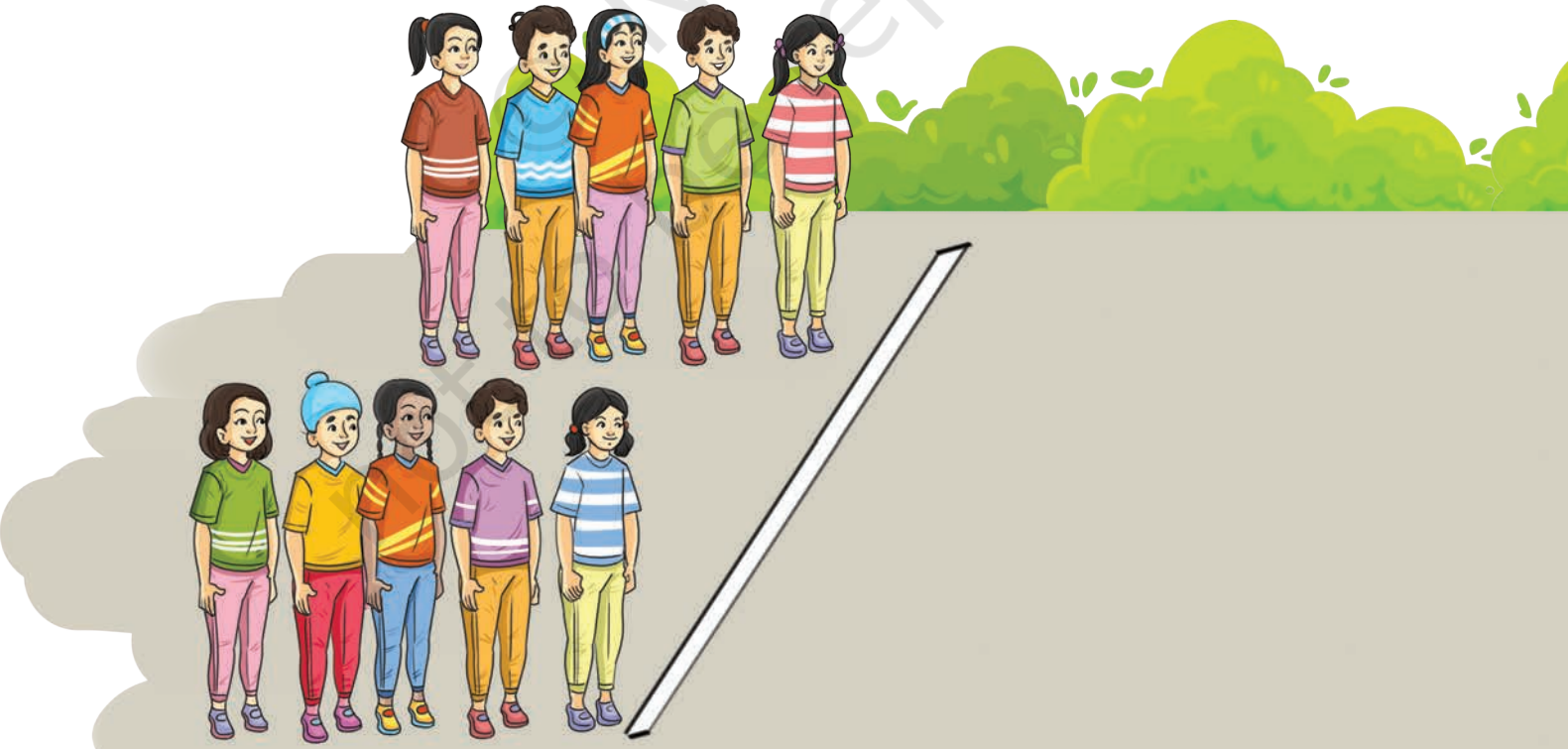
Run for Fun

Required Material

Cones

How to play

- Mark the starting line and finish line 10 metres apart.
- Form multiple teams with 5 members each and stand in a straight line near the designated cone.
- On the sound of the whistle, the first member of each team will run towards the end line.



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- Students will touch the cone placed at the finish line, run back to the starting line, and clap the next student's hand.
- After receiving the clap, the next team member will run, and the process will continue until the last student has run.
- The team that finishes first will win.

PURPOSE

To develop speed and lower body strength.

VARIATION

- Vary the sprint with other movements such as the back run or side shuffle.

CIRCLE TIME

Note down your individual timing to cover the distance and try to improve it next time.

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BM 22

Push and Pull

Required Material

Mat, rope,
heavy object

How to play

- Students line up at the starting line.
- On the sound of the whistle, start running on the path, reach the first station, and perform push-ups on the mat as shown in the figure (5 times).
- Run 5 metres to reach the next station and perform squats on the mat as shown in the figure (5 times).
- Run to the next station and perform sit-ups on the mat as shown in the figure (10 times).
- Reach the next station to drag the weight or a discarded tyre and drag it to its original position.
- Jog back to the finish line.

DID YOU KNOW?

If you are tired, your reaction time slows down. Getting good sleep makes you sharper and healthier.

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Note for the teacher

Every student should perform the activity at least twice.

PURPOSE

To develop upper body and lower body strength.

VARIATION

- Vary the number of repetitions.

CIRCLE TIME

Feel the part of the body which was involved during the exercise.

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BM 23

Run and Cross the River

Required Material

Marking powder and cones

How to play

- Students stand at the starting line.
- On the sound of the whistle, start running on the path and jump over the cones.
- Reach the running area and jump from the jumping line.
- Note the distance of the landing.
- Try to do better in the next jump.

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Note for the teacher

Ask the students to jog for at least seven to ten minutes before performing the activity.

PURPOSE

To develop a sense of accomplishment with the lower body strength.

VARIATION

- Vary the size and number of cones placed for the horizontal jump.
- Vary the type of jumps, such as single-leg hop, etc.

DID YOU KNOW?

You react faster to sounds than to sights. So you might jump quicker at a loud noise than at a flashing light!

CIRCLE TIME

Measure the distance of your jump (in metres) and set a higher target for next time, considering your past performance.

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BM 24

Side Roll

Required Material

Inclined mats or use flat mats on ramps

How to play

- Line up the students in front of the mat and have them sit in a crouched position while holding the knees and head tucked into their knees.
- To avoid injury, the head should be closer to the knees.
- On the sound of the whistle, they should roll downwards in sideward position.
- Change the direction of the roll every time.

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DID YOU KNOW?

Side roll is a simple gymnastic or movement activity where you roll your body sideways on the ground like a lock. It helps in building balance, coordination and core strength.

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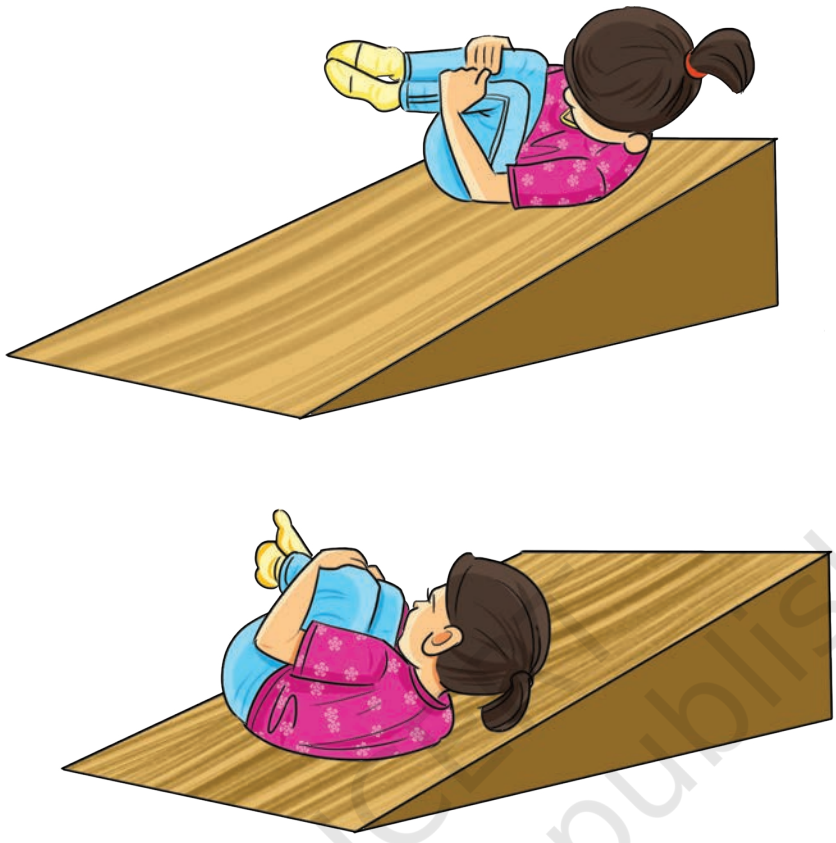

Note for the teacher

Discuss with the student how to improve their flexibility and upper body strength to perform this skill correctly. Perform this activity in the presence of teacher only.

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PURPOSE

To develop dynamic balance.

VARIATION

- Side roll on a flat surface.

CIRCLE TIME

What did you enjoy the most while doing the activity? Discuss and create similar activities, play and have fun.

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Guided self-assessment for Students

The purpose of this exercise is to track the children's progress in Physical Education classes, emphasising self-improvement and personal growth rather than comparison with others. In Grade 5, the emphasis is on developing basic motor movements, developing specific personal and social behaviour, getting mentally engaged in activities *(Bhartiya Khel)* and getting introduced to self-assessment. This ensures a holistic and supportive learning environment.

Instructions

Read the statements and tick the number which is most suitable for you.

Throwing

1	2	3	4	5
I can throw with moderate power and sometimes hit the target, but I need to improve consistency.	My throws are strong, well-aimed, and consistent across different distances and directions.	I catch the ball and throw it properly after a short pause.	I throw the ball immediately after catching it with proper technique.	I try to talk to teammates about how to improve our throw all the time

Catching

1	2	3	4	5
I can catch most balls with both hands and am working on holding it more securely.	I can sometimes catch the ball with single hand, but I need to work on consistency.	I catch the ball properly and hold it securely before making my next move.	I catch the ball smoothly and quickly get ready to throw.	I always appreciate other students who take a good catch repeatedly.

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I sometimes Appreciate other students who make a good catch.	I occasionally appreciate other students who make a good catch.	I occasionally appreciate other students who make a good catch.	I always Appreciate other students who make a good catch.	

Note for the teacher

The teacher will guide the students to observe the following points while performing the skills and for assessing the skill for oneself.

Throw: *Twist the body and swing the arm forward to throw, then step forward and balance after releasing the ball.*

Catch: *Keep eyes on the target with a stable stance.*

Kicking

1	2	3	4	5
I show better technique by kicking with moderate accuracy and force.	I show better technique by kicking with moderate force.	I can kick the ball with good technique, but I need to work on adjusting my power for different distances.	I kick the ball smoothly and can adjust my power to reach different distances.	I can help and demonstrate the correct way to kick the ball with proper technique.
	I kick with good control, but I need to improve my accuracy and direction."	I can help and demonstrate the correct way to kick the ball.	I can help and demonstrate the correct way to kick the ball.	

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Receiving

1	2	3	4	5
I am quick to react but struggle with ball control.	I control the ball better, but I need more accuracy over different distances.	I adjust my control based on the speed and direction of the ball, but I need more consistency."	I adjust my control smoothly when receiving passes of different speeds and directions.	I adjust my control smoothly when receiving passes of different speeds and directions.
			I sometimes help pick up the equipment after practice.	I help pick up the equipment after practice.

Note for the teacher

The teacher will guide the students to observe the following points while performing the skills and for assessing the skill for oneself.

Kicking: *Swing back the kicking leg and bring it forward to kick the ball, then move the opposite arm forward and balance the body.*

Receiving: *Shift weight onto the non-receiving foot, receive the ball with the instep while moving the foot slightly back on contact, then stay low and balance by adjusting body weight as needed.*

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Hitting

1	2	3	4	5
I sometimes hit the ball with strong force and accuracy, But I need to improve my consistency.	I find it difficult to hit the ball in the right direction when it's far.	I am able to hit the ball with strong force and accuracy, making only a few mistakes.	I can hit the ball confidently during a game and I appreciate others who played well.	I can hit the ball confidently during a game and I appreciate others who played well during practice as well during the game.

Note for the teacher

The teacher will guide the students to observe the following points while performing the skills and for assessing the skill for oneself.

Hitting: *Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball. Step forward on the front foot, swing while rotating hips and shoulders, fully extend arms at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.*

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Walk or Run

1	2	3	4	5
I can continuously jog for 3 minutes.	I can continuously run for 5 minutes.	I can continuously run for 10 minutes.	I can do short sprint repeats of 50 m × 2 times with over 2 minutes breaks.	I enjoy running and walking.

Note for the teacher

The teacher will guide the students to observe the following points while performing the skills and for assessing their own skills.

Walk and run: *These actions should be done with proper posture, arms moving naturally, eyes looking ahead, and ensuring smooth movements.*

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UNIT 2

Our Games

This unit explores the link between physical activity and personal development, focusing on improving fitness, building mental toughness, fostering teamwork, and understanding the importance of safety guidelines. Students will build motivation, courage, and self-discipline as they take on physical challenges, monitor their growth, and stay dedicated to personal improvement. Additionally, they will learn how to identify and report bullying, mental health issues, and inappropriate behaviour to support a safe and respectful community.

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Chapter 5

Local and Traditional Games

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We all play many games with our neighbourhood friends. Every region in our country has some games that are specific to that region. In this chapter, we will learn to play and enjoy some games that are played in different regions across the country. While playing these games and enjoying together, we will learn to treat each other with kindness and become better human beings in the process.

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DID YOU KNOW?

Traditional games not only provide holistic development but connects the players with their heritage as well.

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OG 1

Nadan Panthu Kali

How to play

- Form two teams of 7–8 students each.
- Mark the ground 20 metres in width and 30 metres in length, with a line in the centre.
- One team will try to throw the ball into the area of the other team as per instructions given below:
  - '*Otta*' is to toss the ball and hit it with the same hand.
  - '*Petta*' is to toss the ball and hit it with the other hand.
  - '*Pidiyan*' is to toss the ball and hit it while the other hand is at the back.
- The other team will return the ball while kicking it beyond the finish line of the opponent team. If the first team catches the ball, they will get one point.
- If the other team kicks the ball outside the finish line of the opponent, they will receive a point.
- The team that scores ten points first will be the winner.

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PURPOSE

To develop hand-eye, leg-eye coordination and range for kicking.

VARIATION

- Vary the size of the field and the size of the ball.
- Vary the number of students.

CIRCLE TIME

Discuss how you would have motivated your team members when losing points.

Identify one good thing about your opponents that you would also like to practise.

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OG 2

Attakalam

How to play

- Mark a big circle.
- Form two teams of seven students each.
- One team will stand inside the circle, and the other will stand outside.
- Members from the outside team will go inside the circle and try to push the students outside the circle, while the team inside the circle will resist.
- Whichever team's student pushes the student of the opponent team outside the circle within 30 seconds will get one point for one student, and the student will be out of the game.
- If a student fails to push within 30 seconds, the opponent will get a point.
- The team that gets the maximum points at the end or has the maximum students in the game will win.

DID YOU KNOW?

While pushing someone or any object leg strength is equally required with the arm strength.

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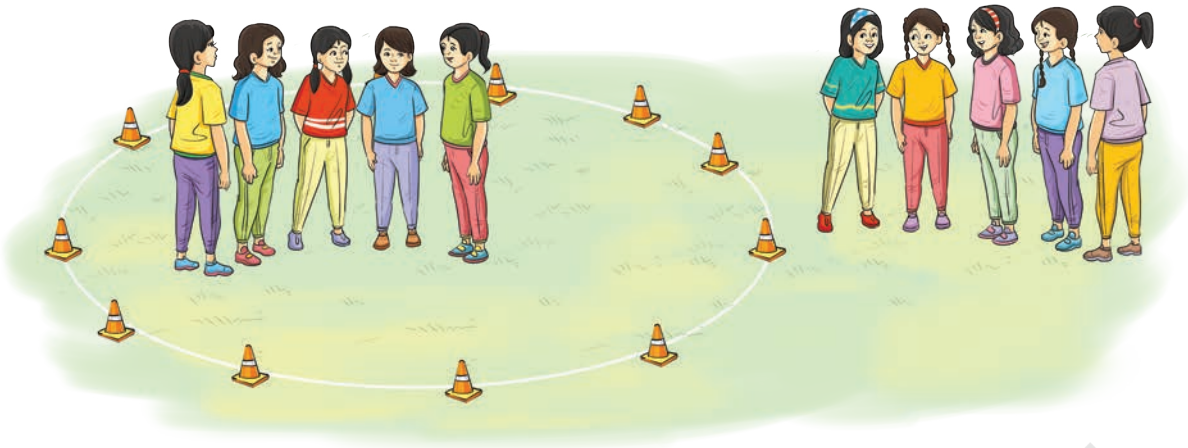

PURPOSE

To develop strength and teamwork.

VARIATION

- Vary the size of the circle.
- Vary the rules regarding pushing according to the student.

CIRCLE TIME

Share if you get tired or didn't like something while playing the game.

Discuss shapes of the ground other than circles that you can form for playing the game.

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OG 3

Jodi Baki

How to play

- Mark a circle with a radius of a 7 metres.
- Select one game leader who stands inside the circle to announce the number.
- All other students run slowly in a clockwise or anticlockwise direction around the circle.
- The game leader randomly announces a number between 1 to 9. For example, if the leader calls "3", the students must immediately form groups of 3 by holding hands.
- If there are extra students who cannot form a full group, they are out. For example, if there are 20 students and the number 3 is called, then 6 groups of 3 can be made (18 students), and 2 students will be eliminated.
- The game continues with a new number for the remaining students.
- This continues until only a few students are left (for example, 2–3 students who win).
- The students remaining till the last who can successfully form groups in the final round win the game.

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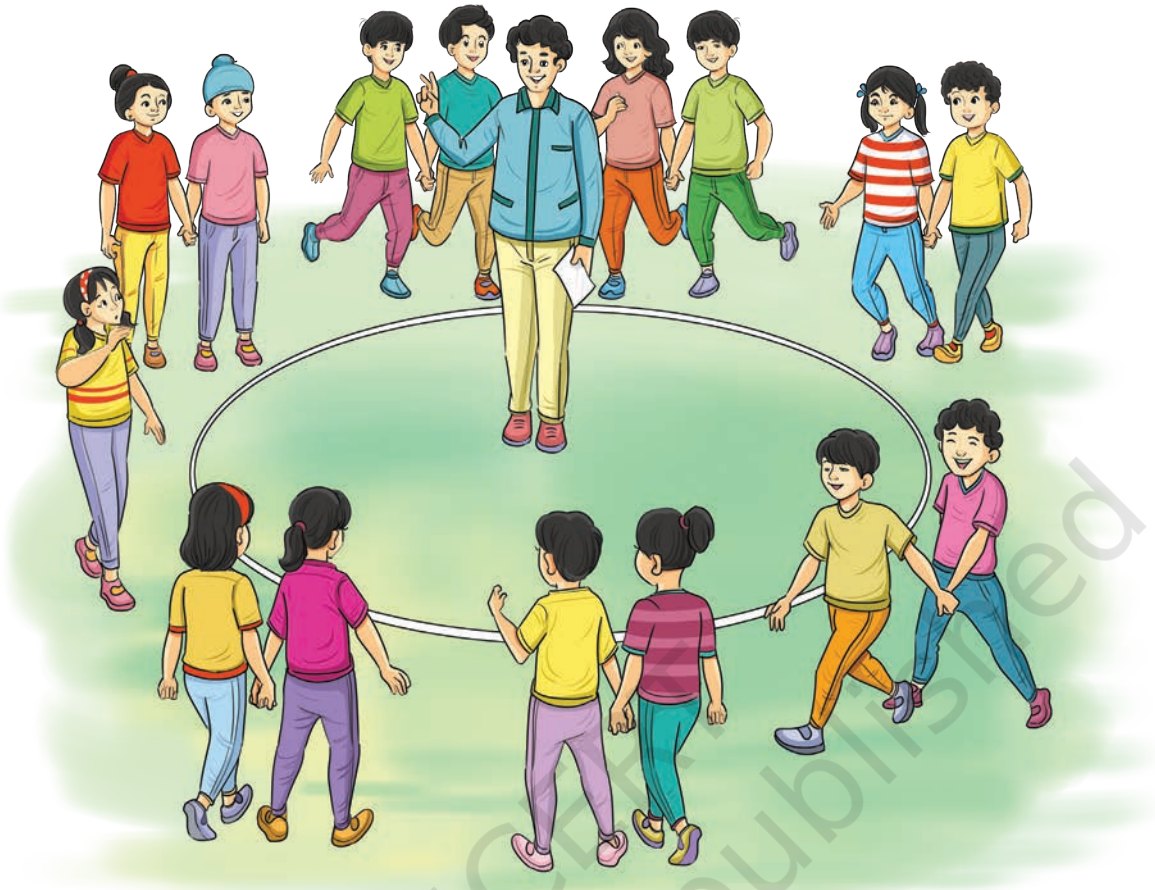

Note for the teacher

Monitor movement to ensure safety while running in the circle. If a student is left out, encourage positive reinforcement, reminding them that it is part of the game and they can participate in the discussion.

PURPOSE

To promote teamwork and quick decision-making skills.

VARIATION

- Announce numbers faster to increase difficulty.
- Instead of being out, remaining students do a fun activity (for example, 10 jumping jacks).
- Students move in different directions after every round.

CIRCLE TIME

How did it feel to be left out? What can we learn from that?

How does this game relate to real life (teamwork, quick thinking, inclusion, etc.)?

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OG 4

Nakal Kho

How to play

- Form a large circle.
- The students standing inside the circle will act as defenders.
- One student is chosen as the attacker who will start the chase.
- The attacker selects any one defender to chase.
- The defender runs in any direction within the circle to escape.
- While running, the defender can do any action (for example, jump, spin, crawl, clap, hop, etc.).
- The attacker must imitate the same action while chasing.
- If the defender gets tired or wants to switch, they can run to any other defender, stand in front of them, and say "Kho!"
- The new defender now starts running and defending themselves, continuing the game.
- The attacker must switch their chase to the new defender and continue imitating.
- If the attacker successfully tags the defender, the tagged student becomes the new attacker.
- The previous attacker joins the circle as a defender.
- The game keeps going until all students get a turn as attackers or until a set time is completed.

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- There is no single winner, but students can try to stay as a defender the longest or make creative actions that challenge the attacker!

Note for the teacher

Teachers should focus on improving observation and imitation skills.

PURPOSE

To develop lower body strength and teamwork.

VARIATION

- Rotate attackers every 2 minutes.
- Try a square or zig-zag boundary for variety.
- Defenders must do at least 3 different actions before saying "Kho".

CIRCLE TIME

Discuss different non-verbal cues that occur during the game.

Discuss how these cues were important to catch the defender.

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OG 5

Mai Bhi Maindhak

How to play

- Choose one student as the attacker (frog).
- The remaining students are defenders.
- Mark a circle inside which students can move freely.
- The attacker squats in a frog-like position (knees bent, hands touching the ground if possible).
- They move by hopping or shuffling while staying close to the ground.
- The attacker swings or extends one leg to try and tag a defender.
- The defenders run, jump, or dodge to avoid getting touched by the attacker.
- If a defender gets touched by the attacker's leg, they also become a frog (attacker).
- Now, both frogs work together to tag the remaining defenders.
- As more defenders get tagged, they also become frogs, making it harder for the remaining defenders.
- The game goes on until only one defender is left.
- The last remaining defender who avoids getting tagged is the winner.

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Note for the teacher

Ensure safe play – No kicking, only gentle leg touches to tag.

PURPOSE

To improve balance, coordination, agility, and quick reflexes.

VARIATION

- Begin with two or three attackers instead of one.
- Frogs can only move by hopping, making it harder but funnier!

CIRCLE TIME

What strategies did you use to avoid getting tagged?

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OG 6

Damru Relay

How to play

- Form two teams with equal number of students in each.
- Each team stands in a straight line facing the other team.
- On the teacher's signal, the first student from each team starts running towards their team's opposite line and will run and complete a circle before coming back to their starting position.
- As soon as the first student reaches their starting point, the next student starts running.
- This process continues until every student in both the teams has completed their run.
- The team whose last student finishes first is the winner.

DID YOU KNOW?

Covering distance in different directions in a given time is known as agility.

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Note for the teacher

Ensure a clear running path to avoid collisions.

PURPOSE

To run efficiently and start quickly.

VARIATION

- Students must run backwards instead of forward!
- Place cones or hurdles to make the run more challenging.

CIRCLE TIME

How important was timing in this game?

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OG 7

Aahwan Kabaddi

How to play

- Divide students into two teams and have them face each other at a distance of 15–20 metres.
- The defenders stand with both arms extended, with one hand at head level and one hand at waist level and palms facing each other (for the attacker to clap).
- The attackers will take turns attempting to clap the defenders' palms and return safely.
- The teacher gives a signal, and one attacker from Team A moves towards Team B's defenders.
- The attacker must continuously chant "Kabaddi-Kabaddi" without taking a breath.
- The attacker must clap the extended palm of any defender.
- The moment they clap, they turn and sprint back to their team's line.
- Once clapped, the defenders immediately chase the attacker.
- If they successfully tag the attacker before they reach their line, the defender's team scores 1 point.
- If the attacker reaches safely, the attacker's team gets 1 point.

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- After each round, the next student from the opposing team takes the role of the attacker.
- The game continues until all students avail their turn as attackers.
- The team with the most points at the end wins!

PURPOSE

To improve agility, reaction time, strategic thinking, and breath control, while promoting teamwork and excitement.

VARIATION

To increase the degree of difficulty the distance can be varied as well as position of arms can be changed.

CIRCLE TIME

Discuss how you will help your teammates control their feelings when you lose or how you can avoid over-celebrating your victory.

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OG 8

Bhukha Sher

How to play

- As per the number of participants, circles of 2 feet in diameter are drawn, so that each circle contains 7–8 students.
- These circles are 3–4 feet apart from one another.
- One student outside the circle is the hungry lion (denner). Others stand inside their circles, which are safe areas.
- The game begins with the denner getting down on their four limbs and roaring like a lion while roaming in the field.
- When the denner takes the name of a wild animal, it is a cue for all the students to come out of their circles and start chasing the lion and try to tap its back.
- The student who successfully taps the lion's back will be called 'Veer'.
- At the same time the denner finds all the 'animals' vulnerable, and suddenly roars, "Bhakshanam" (I want to eat).
- The students must then all run back to their safe zones in their respective circles.
- If the 'hungry lion' catches anyone, that student becomes the next denner for the game to continue.

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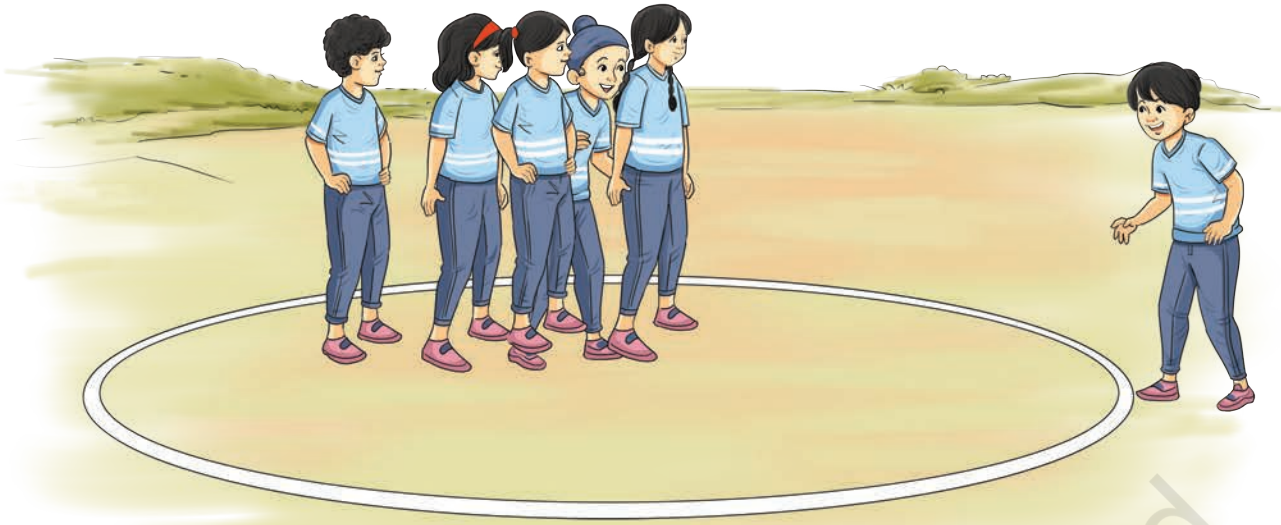

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PURPOSE

To develop core strength and anticipation

VARIATION

- The word *Bhakshanam* can be replaced by yours or any other local language, with a word that means 'I want to eat'.

CIRCLE TIME

Discuss how it feels when the denner announces *Bhakshanam*.

Discuss the food chain in a jungle.

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OG 9

Ghar Pehchano

How to play

- The students gather and stand in a large field. There is no fixed number of student.
- In this, a student is made to stand in the middle of the field, and keep both palms joined so that it forms an open vessel.
- One student from the field comes and puts soil in their hand.
- Another student covers both eyes of the student holding the soil with both hands and asks them to walk forward.
- While moving them across the field diagonally, left-right, forward-backwards, they are asked to put down the soil in their hand anywhere suddenly.
- Then, moving them diagonally in the same way, with closed eyes, they are brought to the designated place where they were made to stand before the game starts.
- At this point, their eyes are uncovered, and then they are asked to find the place where they had dropped the soil.
- For this, they are given a fixed time which ranges from 5 to 15 seconds.
- The other students will try and hide the soil.
- If the student is unable to find the soil, then they will perform five sit-ups.

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PURPOSE

Development of anticipation, perception, spatial sense and feel of patriotism for our beloved soil.

VARIATION

Sit-ups can be replaced with modified push-ups or squats.

CIRCLE TIME

Discuss how understanding directions helped you to find the soil.

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OG 10

Daicholu

How to play

- Make a circular path based on the number of students.
- All the students have to stay inside this circular path.
- One of these students is made the chaser.
- This student also stays inside the same circular path.
- The chaser keeps crawling inside the circumference, and while crawling, touches other students with their feet.
- When this chasing student touches any student, they are considered out, and that student is taken out of the circle.
- If any student takes their foot out of the circular perimeter to escape from the chasing student, then they are disqualified.
- Whichever student the chaser touches first with their foot, becomes the chaser in the next round.

DID YOU KNOW?

Core muscles are located in your abdominal, lower back, hips and pelvis. They help you in stand tall, stay balance, twist, bend, move smoothly and protective spine. There are approximately 29 core muscles.

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PURPOSE

To develop core strength.

VARIATION

- Number of chaser can be increased.
- Insted of crawl, postion can be varied.

CIRCLE TIME

Discuss how the instinct to remove legs affected the strategy of the game.

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OG 11

Chikka-Chikka

How to play

- There are two teams in this game. Each team has five students.
- There are three houses built on the ground.
- All the students of one team stand in one house while all the students of the other team surround that house from all sides.
- Now the student standing inside the house has to change their house while avoiding the student standing outside the house.
- But if the student standing outside touches them while running, they are out.

Explore

How many escape exits are there in a house which can be used in case of emergency exit? Explore any five houses including your own and close proximity.

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Note for the teacher

Ensure the safety of the student.

PURPOSE

To develop spatial sense and agility.

VARIATION

- The number of students may vary
- The rules may be modified to make it more difficult or easier.
- The number of houses may vary.

CIRCLE TIME

Discuss strategies used to dodge the students outside the house to change the house.

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OG 12

Gocho Paari

How to play

- Form two circles the smaller one will be drawn in the centre with a larger outer circle.
- Seven to eight students will be in the bigger circle, scattered all around it.
- One thrower, standing at a distance from the circle, will try to throw the ball into the inner circle.
- The students within the circle will fold one leg and grip that with their hand and try to stop the ball from entering the circle with the grounded leg.
- If the ball enters into the circle, the thrower will then enter the circle and the last person who attempted to stop the ball will the new thrower.
- Everyone should get an opportunity on rotational basis.

DID YOU KNOW?

Eating healthy foods like lentils and pulses can make you stronger and healthier.

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PURPOSE

To develop eye-hand coordination and spatial sense.

VARIATION

- Multiple balls can be used.
- Play with legs only.

CIRCLE TIME

Discuss how you can get into different positions that make it easier to hit the ball or share theposition that you find most comfortable while hitting.

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Guided self-assessment for Students

The purpose of this exercise is to help parents and guardians to track their child's growth regarding the social and emotional development through Physical Education, and how these social and emotional qualities are transformed from ground to the daily life of the child. Focusing on individual progress rather than competition.

Instructions

Read the statements and tick the number which is most suitable for you.

Enjoyability (Motivation to play): My ward

1	2	3	4	5
Takes part actively, displaying energy and enjoyment during play.	Shows high energy and motivation to engage in both familiar and new activities.	Takes initiative to start games, encourages peers to join, and enjoys trying different roles.	Demonstrates leadership by guiding others, explaining rules, and ensuring fair play.	Innovates new ways to play, modifies rules to make games more engaging, and encourages teamwork.

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Helping Others & Kindness: My ward

1	2	3	4	5
Regularly offers help without being asked.	Engages in helping others with a genuine sense of empathy.	Enjoys helping and feels happy to be kind.	Cares for others and helps whenever needed.	Sets a positive example by treating everyone with respect and fairness.

Feel Safe with Others: My ward

1	2	3	4	5
Feels happy and secure while engaging in social activities with others.	Comfortably shares thoughts in discussions and cooperates with others.	Builds positive relationships, shows empathy, and supports others in social settings.	Takes initiative to include others, ensuring everyone feels valued and accepted.	Demonstrates strong social confidence, fostering a welcoming and inclusive environment for all.

Active Lifestyle: My ward

1	2	3	4	5
Comfortably performs physical activities with coordination and control.	Maintains enthusiasm and actively engages in physical activities.	Performs physical activities with speed, balance, and confidence.	Loves challenges, pushes personal limits, and enjoys movement-based tasks.	Excels in physical challenges, inspires others, and enjoys staying active.

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Responsibilities: My ward

1	2	3	4	5
Takes initiative in handling schoolwork and daily duties without frequent reminders.	Takes responsibility for personal and shared duties regularly.	Plans tasks well and finishes them on time.	Balances different duties with ease and takes ownership of tasks.	Takes initiative in supporting others to develop strong habits of discipline and responsibility.

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UNIT 3

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Yoga

Yoga is a wonderful way to keep our body healthy and mind peaceful. When we practise yoga *asanas* every day, our body becomes strong, flexible and active. These *asanas* also encourage blood flow to all parts of the body, so our organs stay healthy and work well. The practise of *pranayama* and *dhyana* regulates the mind. By following *Yamas*, *Niyamas* and *Pratyahara*, we learn *sadvidya*— the moral knowledge that helps us live a good and disciplined life.

Over the past two years, we have been exploring the beauty of yoga — what it means and how it helps in our daily life. This year, under *Yoga for Daily Life*, we will learn about the different paths of yoga. Through *Ashtanga* Yoga, we will know the values of *Asteya* and *Swadhyaya*. We will also understand *Pratyahara* by relating it to the qualities of a good student.

As a part of our *Yoga Sadhana*, we will practise Preparatory practises to warm up the body, few more *asanas* to build strength and flexibility, *pranayamas* to calm the mind, *mudras* to improve focus, *Bindu Trataka* as a cleansing practise (*Kriya*), and *Krida Yoga* to learn group coordination.

Let's continue our daily journey of learning and practising yoga.

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Chapter 6

Yoga for Daily Life

The joyful journey of *yoga*

It was the beginning of summer, and something exciting was planned at school—a 10-day Yoga Summer Camp! Many children joined in, full of joy and curiosity.

Every morning began with bright smiles. The students woke up early, cleaned the verandah, and decorated it with beautiful rangolis. They practised

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asanas and *pranayama*, played with pets, fed them, did gardening, made flower garlands, lit lamps, and sang prayers together. The atmosphere was festive, with laughter and joy all around.

At mealtimes, they sat in groups, prayed, and enjoyed nutritious home-cooked food. They learned to eat mindfully, appreciate the taste, flavours, and never waste food. The children also practised cleanliness, cared for their belongings, and helped clean their rooms and play areas.

In the afternoons, they helped in the kitchen and visited an old-age home, where they offered fruits, sang songs, danced, and brought smiles to the faces of the grandparents. They experienced the joy of giving and caring for others. A visit to the *Goshala* was also part of their journey to build a connection with nature and animals.

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In the evenings, they enjoyed cycling, swimming, colouring, painting, and playing in the park. They listened to stories, sang *bhajans*, and practised meditation, before drifting into peaceful sleep.

On the final day of the camp, all the children gathered under a

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big, shady tree. The air was filled with joy and chatter as they reflected on their 10-day journey. Together, they listed all the activities they had enjoyed—playing, colouring, storytelling, singing, dancing, eating nutritious food, doing *asanas* and *pranayama*, keeping things clean, helping others, showing gratitude, being polite, feeding animals, and more. The list grew longer and longer, and with every memory shared, laughter and claps echoed around. The children were excited.

Then, one of the mentors asked, "Now tell me, what is yoga?".

"It's *asanas*!", one child said.

"Eating good food!", said another.

"Helping others! Praying! Taking care of pets!" Everyone shouted different answers.

The mentor smiled and said, "Yes, all that ... and more. When we do anything with joy in our hearts and calmness in our minds, it becomes yoga. Every action done with awareness, happiness, and dedication is yoga."

With smiles on their faces, the children folded their hands in *Namaskara Mudra* and chanted together:

"Om Sarve bhavantu sukhinah
Sarve santu niraamyah।
Sarve bhadrani pashyantu
ma kashchit duhkha bhag bhavet ॥
Om Shanti Shanti Shantih"

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Think and Answer

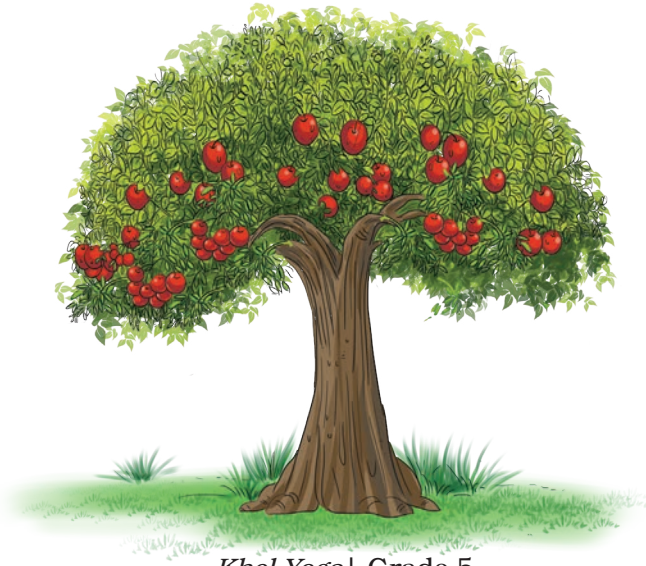
1. What does yoga mean to you after reading this story? Do you see it only as a form of exercise or something more meaningful? Explain.
2. List the activities you usually do from morning to night?
3. How do you connect any of your activities to yoga?
4. Think of a recent moment when you showed kindness or helped someone. What exactly did you do and how did it feel?
5. Which part of the yoga camp did you enjoy the most and why?

All the activities done in the camp can be connected to different paths or streams of yoga. Each path helps us grow in different ways. We can choose the path which we like the most. In this class, let's learn about three important paths of yoga: *Karma Yoga* (the path of action), *Gyana Yoga* (the path of knowledge), and *Bhakti Yoga* (the path of devotion).

Paths of Yoga

From simple acts to *Karma Yoga*

Trees give us cool shade, tasty fruits, pretty flowers, and fresh air to breathe.



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Rivers give us clean water to drink, bathe, and grow food. The Sun shines brightly, giving us light and warmth every day.

The Earth holds us gently, letting plants grow and giving space for us to live.

They all give us so much, without asking for anything in return.

In the same way, there are many people in our lives from the time of our birth such as our mother, father, grandparents, teachers, neighbours and friends, who care for us and help us without expecting anything back.

Now Think for a Moment

Have you ever helped someone without being asked? Have you shared your lunch with a friend who forgot theirs? Have you picked up waste at school even if it wasn't yours? Do you take care of your things—your books, your clothes, your bed all by yourself?

All these small acts are not just good habits. They are part of something special called *Karma Yoga* – the yoga of action. When we help others and give

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anything to a needy person, it brings us joy and deep satisfaction.

This is the true spirit of ***Karma Yoga*** — doing selfless actions with love.

What is Karma?

The word *Karma* means action or duty. *Karma yoga* means doing our work with honesty, love, and effort without expecting rewards.

Activity

1. Share a story of someone you know (a parent, teacher or helper) whom you think of as a *Karma yogi*.
2. On your birthday, visit an orphanage and share sweets.
3. Help someone in need, such as helping a blind person cross the road, assisting an older person, or being kind to a friend or family member.

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Karma yogi Jadav Molai Payeng

When Jadav Molai Payeng was 16, a massive flood hit his home island, Majuli, in Assam. After the flood, he saw something unfortunate— hundreds of snakes had died on a hot, empty sandbar because there were no trees to give them shade.

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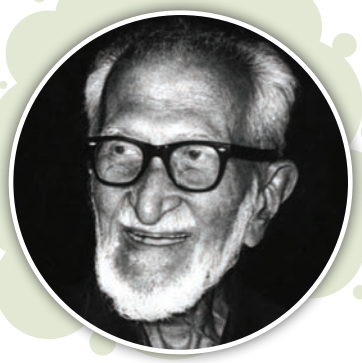
He thought, “If there were trees here, the snakes might have lived.” He decided to do something to help. The village elders gave him some cotton tree seeds and bamboo plants, and Jadav began planting them on the barren land.

Day by day, year after year, Jadav kept planting trees. Now, more than 40 years later, he has created a huge forest called Molai Forest, which is home to elephants, tigers, rhinos, deer, and many birds. Jadav didn’t stop when it was hard. He worked with love and care, not for money or fame, but to protect nature. Today, he is called ‘The Forest Man of India’ for his great work, and his forest has become a safe home for many animals.

The Missile Man of India who worked hard to develop India’s first indigenous Satellite Launch Vehicle.



The Bird Man of India who spent his life saving birds.

An environmentalist who is known for planting many banyan trees.

A social worker who raised many orphans.

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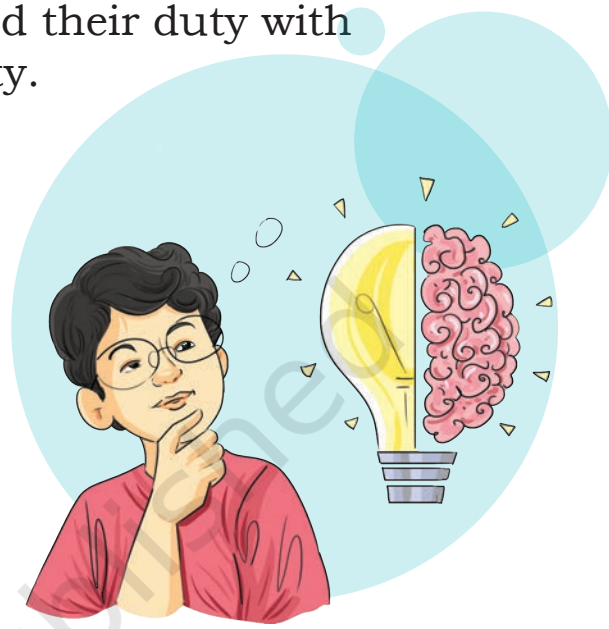
Can you identify these *Karma Yogis?*

These people did not work for any fame or appreciation. They simply followed their duty with the intention of serving the society.

Jnana Yoga



Gaurang and the Mystery Box of *Jnana Yoga*

The day before, Gaurang had attended a special lecture by a wise person along with his grandparents at a community centre. Although he couldn't remember every detail, a few big questions stayed in his eager mind.

The next morning, still feeling those questions buzzing in his head, the curious boy decided to go for a walk. He tried to recollect all those questions. As he walked through the garden, surrounded by green leaves and colourful flowers, a question popped into his head, "What makes me really happy?"

He stopped to think, "Is it playing with friends? Helping others? Or singing my favourite song?"

Walking across a small bridge, he asked himself, "Why do I sometimes feel angry or sad?"

Then, another question came to him, "What's something special about me?". When he reached the pond, he saw his reflection in the water and thought,

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"Who am I, really? Why am I here in this world?". He noticed some children playing and asked,"What makes everyone truly happy?" The children laughed and answered, "Toys, friends, games!" He thought about their answers for a while. That evening, the boy went up to the rooftop to experience the cool breeze. As he lay there, looking up at the stars, he wondered, "How are all people different from each other? How big is the universe? What's beyond the stars?"

After a day full of wandering with the baggage of questions, Gaurang went to his mother and said, "*Amma*, I have so many questions in my mind, can you help me find the answers?" He asked a list of questions. His mother smiled and said, "The answers you are looking for are kept in a special mystery box called *Gyana Yoga*."

She explained, "Every time you read, observe, ask questions, experiment, or listen carefully, you find a little key. Each key helps you open a part of the mystery box and discover an answer inside. But remember, you need dedication, patience, and a lot of curiosity to keep unlocking more and more!"

The boy listened carefully and felt excited. He said to himself, "I am going to be a Mystery Box explorer, ready to collect keys one by one!"

Just like a lamp removes darkness, knowledge removes ignorance and helps us understand ourselves and the world around us. *Gyana* means knowledge, and *yoga* means a path or connection.

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So, *Gyana Yoga* is about reading books, asking questions, thinking deeply, and learning from what we see, hear, and feel every day. When we use our mind to understand the truth and reflect on our actions, we are walking the path of *Gyana Yoga*.

Swami Chinmayananda

Swami Chinmayananda, born on 8 May 1916, in Kerala and was always curious to know more. He excelled in his studies and later worked as a journalist. He travelled to the Himalayas and met Swami Sivananda. There, he discovered the path of spirituality and spent 12 years learning under Swami Tapovan. During his 40 years of travelling and teaching, Swami Chinmayananda opened numerous centres worldwide, and he also built many schools, hospitals, nursing homes and clinics. He is regarded as one of the great *Gyana yogis* of modern times.

Try this

1. Create a collage of thoughtful questions and work together to explore and find their answers.
2. Read books like *Malgudi Days* by R.K. Narayan, *Grandma's Bag of Stories* by Sudha Murthy, *Panchatantra*, autobiographies of famous personalities, etc.
3. Share in class what you liked or learned from these books. Was there any character, idea, or

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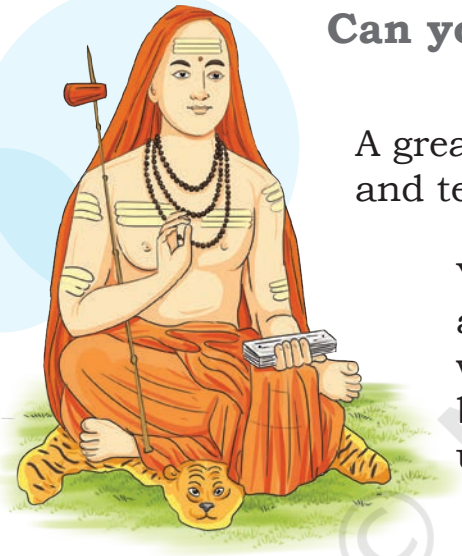
message that inspired you to follow it in your own life?

3. What questions spark your curiosity? How do you find the answers? Keep your curiosity alive, explore what you love and keep learning!
4. Collect proverbs and other wise sayings. Discuss their meaning with your parents, teachers and friends.

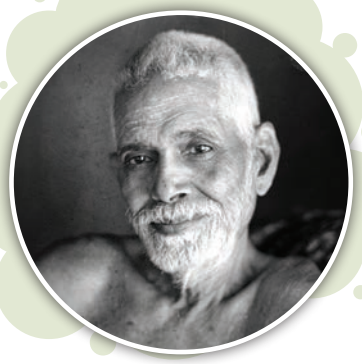
Can you identify these *Gyana yogis*?



A great Vedic scholar, philosopher and teacher of Advaita Vedanta.

Youth icon, who took yoga and Vedanta to the Western world. He taught people to be brave, strong, and practiced universal brotherhood.

Founder of Arya Samaj, also known as 'makers of Modern India'.



Maharishi from Tiruvannamalai, Tamil Nadu who guided people to meditate for true knowledge.

Each of them dedicated their lives to the search of knowledge. They were very curious in seeking it.

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Bhakti Yoga

The story of Padmapada

A long time ago, in the southern part of Bharat, there lived a boy named Sanandana. After finishing his studies, he wanted to learn more about philosophy. So, he travelled all the way to Kashi, looking for a teacher.

In Kashi, he met the great Guru Adi Shankaracharya. Sanandana bowed down and requested him to accept him as his student. Shankaracharya agreed.

Sanandana had great *bhakti* and respect towards his Guru. He listened carefully to everything the Guru taught and learned very quickly, faster than other students. Some of the other students felt jealous, thinking, "Why does the Guru like him so much?"

One day, Shankaracharya wanted to show the m how special Sanandana really was. He called out to him loudly from across the river. Sanandana was washing Guru's clothes on the other side of the river.

The moment Sanandana heard his Guru's voice, he forgot about everything else. He didn't even think about the big river in between! He just ran towards his Guru.

Amazingly, as he stepped onto the water, beautiful lotuses appeared under his feet, one after another! as if gently supporting him. Without even knowing it, he ran across the river.

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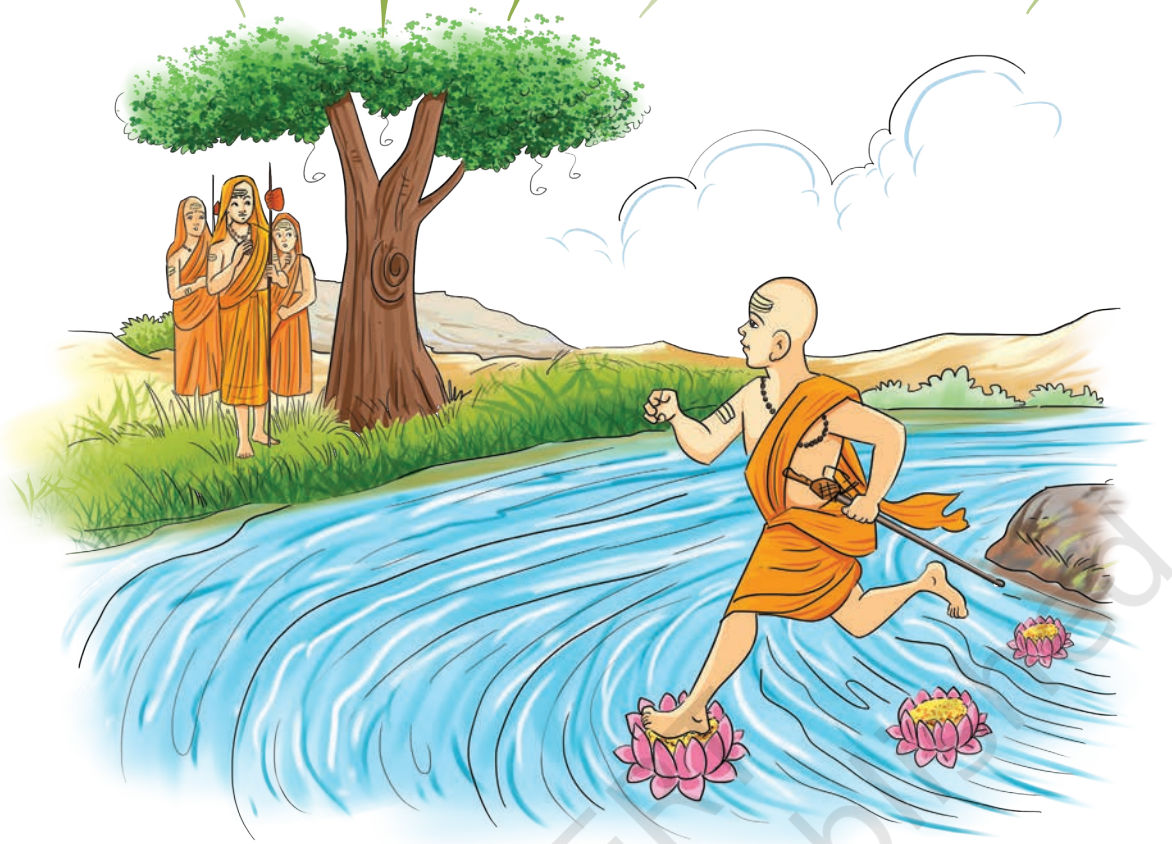

Everyone watched in surprise. They understood that it was Sanandana's pure *bhakti* and trust in his Guru that made the miracle happen.

From that day, Shankaracharya gave him the name — Padmapada, which means "the one whose feet are supported by lotuses".

This shows that with immense bhakti, anything is possible. *Bhakti Yoga* means loving God with a pure heart and seeing God in everyone and everything around us, such as parents, teachers, nature, animals and all of society.

How can you practice *Bhakti Yoga*?

- Pray when you wake up, and before sleep.
- Take blessings from your parents, teachers, and elders every day.

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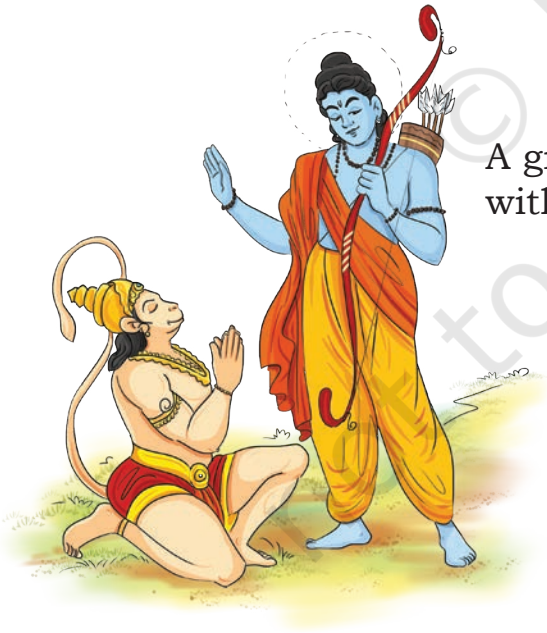
- Listen to *bhajans* or devotional songs in your language and try singing along.
- Light a lamp and sit quietly for 2 minutes every evening with your family.
- Keep a log and note when you prayed or sang, and how it made you feel.

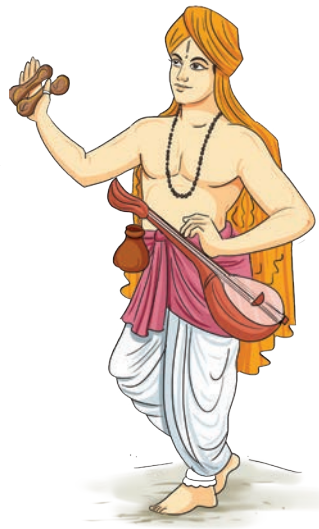
Can you Identify these Mahan *Bhakti Yogis*?

He is seen in the story of *Ramayana*, showing deep love and care for his blind and aged parents.

She has composed beautiful *bhajans* to show devotion towards Lord Krishna.



A great *bhakti yogi* who served Lord *Rama* with his immense abilities.



This yogi is also known as '*Pitamaha* of Carnatic music'.

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These people lived with love and devotion in everything they did – through bhajans, prayer, or simple living.

Notes for the teacher

Encourage the students to collect and share *bhakti*-related stories from their own regions, such as those of Sant Kabir, Tulsidas, Akkamahadevi, Ramakrishna Paramahamsa, and others.

Ashtanga Yoga

1. ***Yama***
(Social Disciplines)

2. ***Niyama***
(Personal Disciplines)

3. ***Asana***
(Postures)

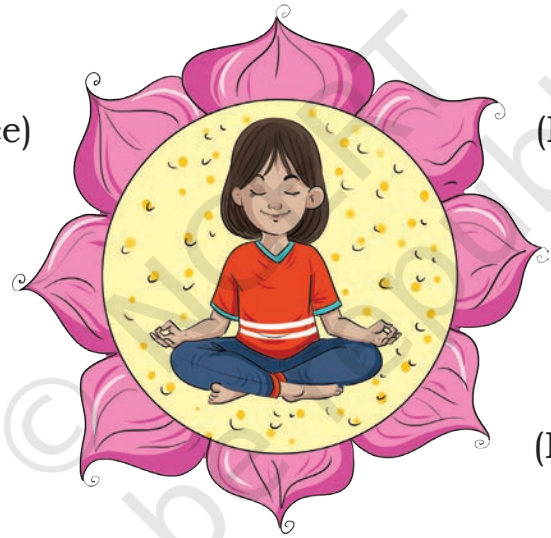
4. ***Pranayama***
(Mastery Over Prana)

5. ***Pratyahara***
(Mastery Over Senses)

6. ***Dharana***
(One Pointed Awareness)

7. ***Dhyana***
(Contemplation)

8. ***Samadhi***
(Blissful Experience)



The *Yoga Sutras* written by Patanjali over 2000 years ago serve as a basic text for yoga. Patanjali mentions *Ashtanga yoga* in this book. As you all know, the eight limbs of *Ashtanga Yoga* are *Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana*, and *Samadhi*.

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In this class, we shall continue learning more about each limb.

Yama

Yama is the first limb of *Ashtanga Yoga*. It refers to moral disciplines that we should follow in our interaction with the society we live in.

Ahimsa

Love all living beings and pray for their well-being.

Satya

Being truthful and honest.

Asteya

Share whatever you have and avoid taking things from others which do not belong to you.

Brahmacharya

Keeping our mind, body, and thoughts focused on good things and living with discipline.

Aparigraha

Avoid having more things than necessary.

In earlier classes, we learnt about *Ahimsa* and *Satya*. This year, we shall learn about *Asteya*.

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Asteya

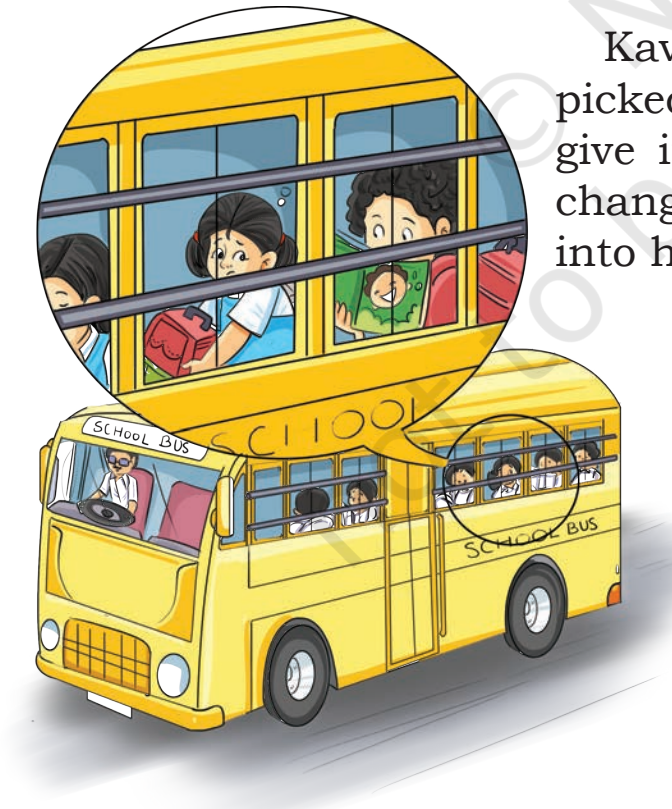
Asteya means non-stealing, not just in actions but also in words and thoughts. It teaches us not to take anything that isn't ours, including credit for someone else's work.

Let us understand more about *Asteya* with the help of following story.

Kavya makes up her mind

In Kavya's class, there was a girl named Adya. One day, Adya came to school wearing a pretty butterfly hair clip. Kavya liked it very much.

As Adya was leaving the class in the evening, the clip accidentally fell from her hair. She didn't notice it.



Kavya saw the clip on the floor and picked it up. At first, she wanted to give it back to Adya. But then, she changed her mind and quietly put it into her bag.

On the bus ride home, she felt uneasy. "I should return it … but I like it so much," she thought. "I have stolen her clip, that is wrong … No, I did not steal it, she dropped it … I could have told her … it is not my duty to tell her …

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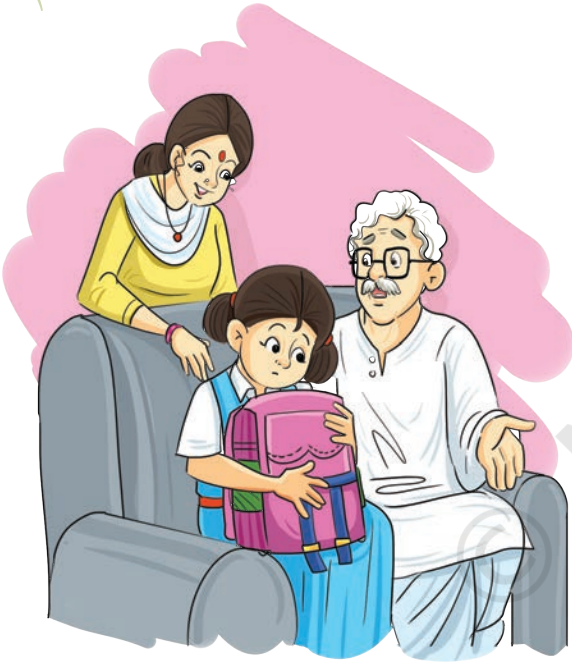
I should have left it where it was … then somebody else would have taken it.

I will return the clip now and ask the name of the shop where she bought it … What if I do not find the shop…

Adya is so careless. This will teach her a lesson. She will be careful in future.

If I return the clip now, she will think I am a thief, she will ask why I did not return it at that time …



God loves me. That is why he made her drop the clip. Why should I try to give away something that God has given me?"

Kavya reached home but was very quiet. Her mother asked if something was wrong, but Kavya said she was fine. Later, her grandfather also asked if the teacher had scolded her. Kavya said no and tried to smile and act cheerful.

The next day, Adya told the teacher she had lost her hair clip at school. The teacher asked the whole class, but no one spoke, not even Kavya. Kavya felt uneasy inside. The teacher told Adya to be more careful next time. Kavya felt a little better, but not truly happy. The clip was still in her bag.

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At home, she tries to be normal, but again, a chain of thoughts begins to trouble her, "Where shall I put the clip? If I wear it at home, mother will ask, and if I wear it to school, Adya will see it … If nobody sees it, still God will see it". She felt uneasy again. Her mind said, "a good person does not steal". She decided to speak the truth. The clip travelled with her to school once more.

Kavya kept thinking about how to return the clip. She feared the teacher might punish her or the class might call her a thief. She thought of quietly giving it back, but worried Adya might still tell the teacher. So, she left the clip in her bag again and told herself the matter was over.

The next day, Kavya couldn't focus in class. The guilt was too much. She stood up immediately without delay and said, "Ma'am, I made a terrible mistake the other day. I saw Adya dropping her hair clip. I picked up the clip, which was wrong. I kept the clip for many days, which was wrong. I did not

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speak in the class, even when you asked; that was wrong. You may punish me for all the wrong things I have done." Then Kavya started crying. She pulled the clip from her bag and gave it back to Adya.

The teacher gently put her arm around Kavya and said, "You won't be punished. The guilt you felt was enough." Kavya smiled, "I feel light now, like a big burden is gone." The teacher replied, "That's your reward for speaking the truth."

Adya offered Kavya to keep the clip for herself, and she would buy another for her. A wave of relief travelled through the class. All of them smiled and clapped.

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Think and Answer

1. How can we resist temptations in situations like the one Kavya faced?
2. Have you ever lost something that was important to you? How did it feel?
3. What could Kavya have done differently to avoid picking the hair clip in the first place?

Activity

Read the following situation:

a) Sunil shared his pencil a few times with a friend at school. But, the friend didn't return the pencil. This happened again and again.

   i) How do you think Sunil might have reacted?

   ii) Have you ever taken something that did not belong to you without asking? How did you feel afterwards?

b) One of your friends gave you a good idea for a science project. Will you take all the credit for it, or will you thank your friend and share the appreciation?

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Niyama

It means self-discipline for personal development. It is the second limb of *Ashtanga yoga*.

Shaucha

Purity or cleanliness of both body and mind.

Santosha

Satisfaction or contentment. Finding satisfaction and happiness in whatever we have.

Satya

Self-discipline and dedication.

Swadhyaya

Study daily and read good, inspiring books.

Ishvarapranidhana

Dedicate your good deeds to God.

We have studied about *Shaucha* and *Santhosa* in our previous classes. In this class, we will try to understand the concept of *Swadhyaya*.

Swadhyaya

Swadhyaya means self-exploration or self-discovery facilitated by reading good books and seeking guidance from wise persons.

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Activity

1. Know Yourself: Understanding yourself by observing your own actions.

For a week, maintain a diary to record your daily routine. This will help you understand how you spend your time and what habits you follow.

You can write about—

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
What time did I wake up?							
Did I chant 'Om' today?							
Did I practice *asana* and *pranayama* today?							
Did I avoid watching gadgets today?							
How long did I study?							
How long did I play?							
Did I eat fruit today?							
Did I help anyone today?							
Did I get angry with someone today?							

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Did I trouble someone?							
At what time did I go to bed?							

At the end of the week, self-introspect with the following questions:

a) What good habits do I have?

b) How can I improve?

2. Learning from the lives of inspiring people

Choose a book or read about someone who inspires you — someone you consider your role model.

Make a list of the qualities you identified in them.

After reading, discuss the following in your class:

a) What are the values or qualities that you admire in them?

b) What challenges did they face, and how did they deal with them?

c) Which one quality of them would you like to adopt in your life and why?

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Pratyahara

We shall learn about *Pratyahara*, the fifth limb of *Ashtanga Yoga*.

Carefully read each scenario and identify the most appropriate quality from the options given below.

Options: Alertness, light and healthy eating, consistent effort, deep focus, avoiding distractions

Example 1

A. A thirsty crow finds a pot with very little water in it. It drops pebbles one by one until the water rises. Finally, it drinks the water and quenches its thirst.

B. Maya struggled with maths but didn't give up. She took help and practised daily. She did well in her exams due to her dedication.

Example 2

A. A heron stands still on one leg in the water. It allows smaller fish to swim by and waits calmly for a big one to catch.

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B. When asked what he saw, Arjuna said he saw only the bird's eye, not the tree or anything else. He hit the target with perfect aim.

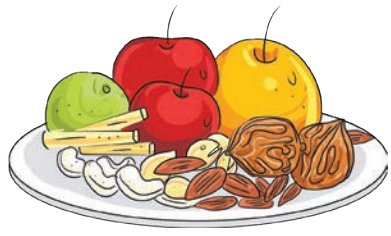
Example 3

A. Even while it rests, the dog is always aware of its surroundings. The moment it hears a sound, it opens its eyes and observes carefully.

B. King Dasharatha, the father of Lord Rama, was known as a mighty warrior and skilled archer. He could hunt using the sound of movement alone — a technique called *shabdavedhi vidya.*

Example 4

A. One student feels dull and sleepy after eating junk food. Another feels energetic and active after eating fruits and healthy food.



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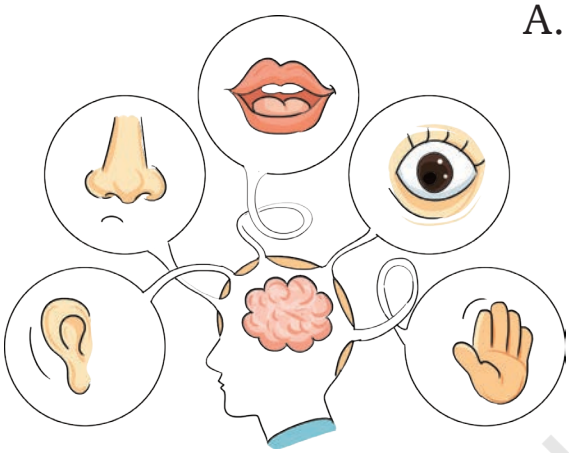
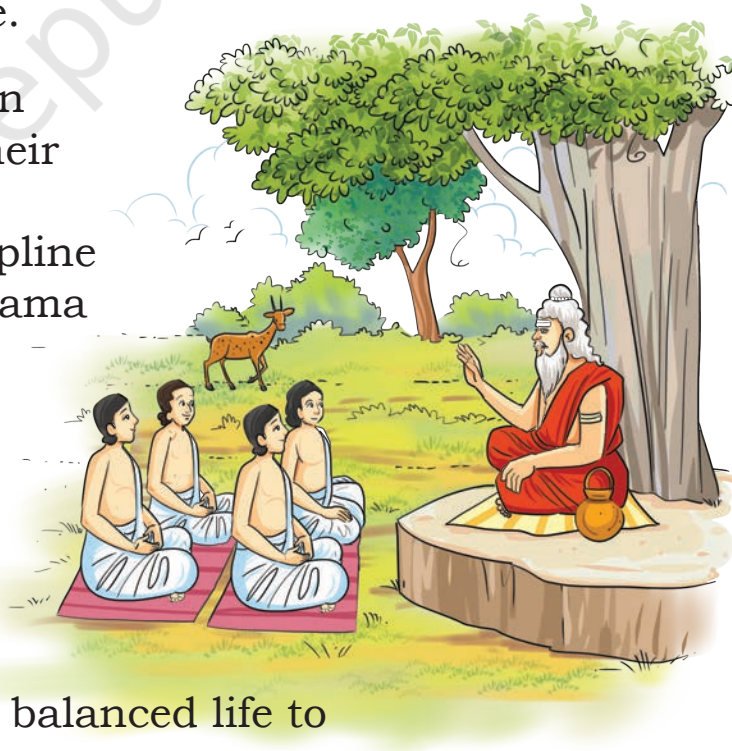
B. Swami Vivekananda ate only what was needed — simple, light meals. This discipline kept his body healthy and mind clear. He was also known for his exceptional memory and ability to retain any information efficiently.

Example 5



A. Raju wakes up early and attends yoga class regularly. He stays healthy and energetic. He fixes a regular time to study and avoids distractions. Ramu wakes up late, misses his yoga routine, and often falls sick. He is distracted and struggles to complete homework on time.



B. In ancient times, children lived in gurukuls with their teachers, learning both academic subjects, discipline and values. Even Lord Rama and Lord Krishna spent their early years there, away from palace comforts. Today, students can still benefit by following a routine, eating simple food, and living a balanced life to stay focused and learn better.

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Shloka to remember:

काक चेष्टा, बको ध्यानं, श्वान निद्रा तथैव च ।

अल्पहारी, गृहत्यागी विद्यार्थी पंच लक्षणं ।।

Kak chesta bako dhyanam,
swananidra tathaiwa cha।

Alpahari grihatyagi vidyarthi
pancha lakshnam।।

This shloka describes the five essential qualities a student must cultivate to achieve their goals.

They are *Kak cheshta* (crow's effort), *Bako Dhyanam* (heron's focus), *Shwana Nidra* (dog's alertness), *Alpahari* (simple eating), *Grihatyagi* (avoiding distractions).

Pratyahara

All these qualities — **effort**, **focus**, **alertness**, **discipline**, and **wise choices** — are supported by the practice of *Pratyahara*, which means to control our senses and direct them with purpose (aim).

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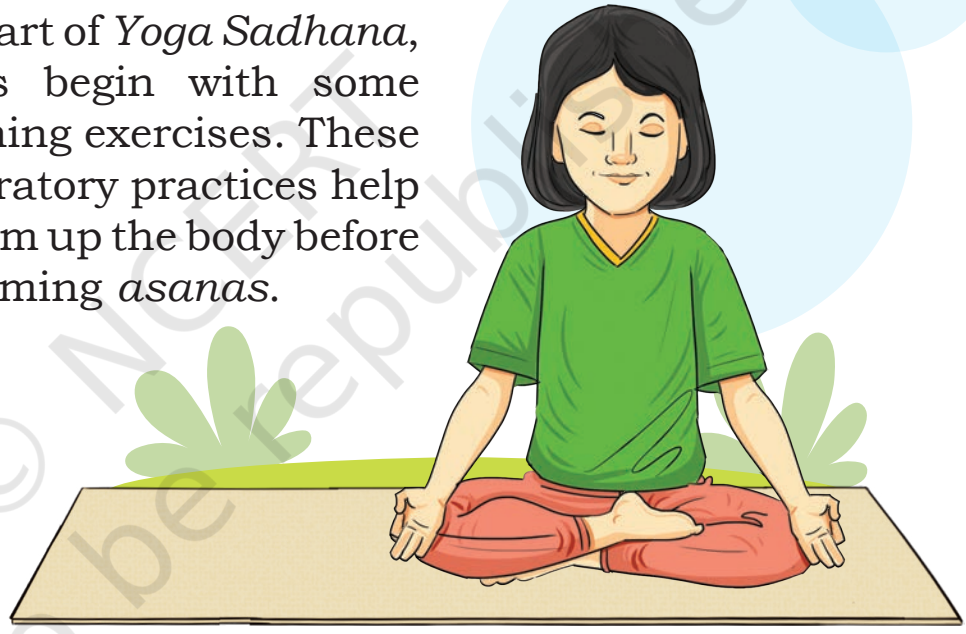
Chapter 7

Yoga Sadhana

Preparatory Practices

As a part of *Yoga Sadhana*, let us begin with some loosening exercises. These preparatory practices help to warm up the body before performing *asanas*.



Note: These preparatory practices are designed to enhance the students' flexibility and strength, improving their performance during yoga asana classes. They are not a part of traditional yoga practices.

Some loosening exercises may be similar to those found in physical education, though they may have different names. They are repeated here because their objectives in yoga differ from those in physical education.

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1. *Padanguli Naman* (Toe bending)

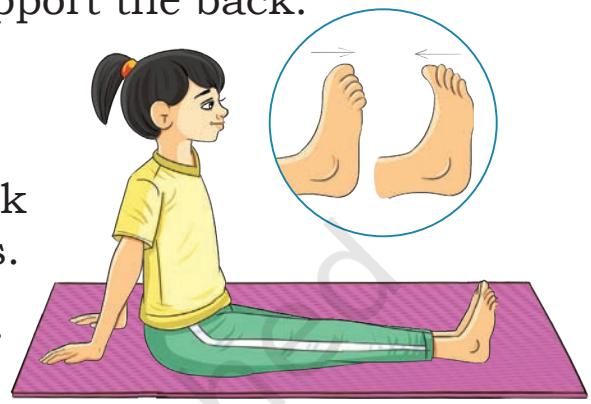
Steps

Step 1: Sit comfortably with your legs extended and feet together. Place the hands slightly behind the buttocks to support the back.

Step 2: Keep the back straight.

Step 3: Become aware of the toes and slowly move them back and forth. Repeat 10 times.

Step 4: Now, and relax the ankles.



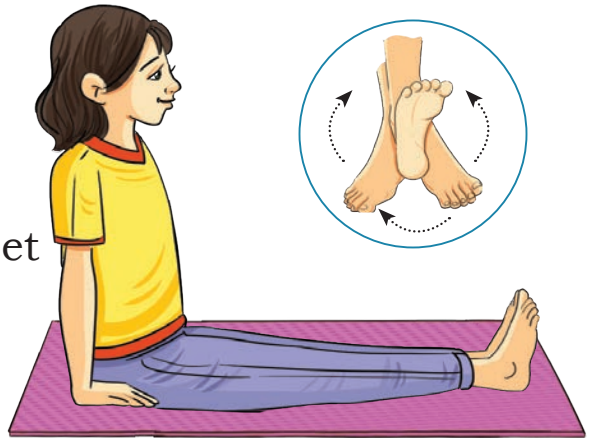
2. *Gulpha Chakra Chalana* and *Gulpha Naman* (Ankle rotation and ankle bending)

Steps

Step 1: Sit comfortably with your legs extended and the feet together. Place the hands slightly behind the buttocks to support the back. Keep the back straight.

Step 2: Slowly rotate the right ankle clockwise and then anticlockwise, about 10 times each. Relax for a while, then repeat the exercise with the left ankle.

Step 3: While keeping the legs extended, move both ankles up and down for a few rounds. Feel the stretch as you bend the feet forward and backwards. Repeat 10 times.



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3. *Ardha Titali Sthiti* (Half butterfly)

Steps

Step 1: Sit comfortably with your legs extended and feet together.

Step 2: Bend your right knee and place your right foot on top of your left thigh, as shown in the picture.

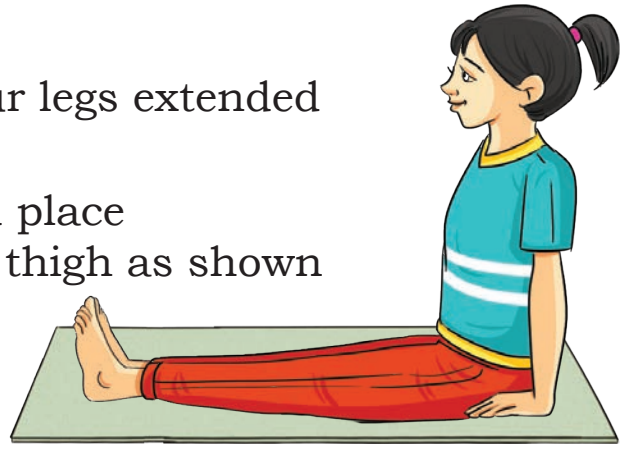
Step 3: Place the right hand on the right knee and hold the right foot with the left hand. While inhaling, gently lift the right knee towards the chest. Exhale and slowly push the right knee downward so that it touches the floor.

Practice this half butterfly movement for 10 rounds.

Repeat the same with the left leg.

4. *Shroni Chakra Chalana* (Hip rotation)

Steps



Step 1: Sit comfortably with your legs extended and feet together.

Step 2: Bend the right knee and place the right foot on the left thigh as shown in the picture.

Step 3: Place the right hand on the right knee and hold the right foot with the left hand for

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balance. Now shift the weight of your body towards the left buttock and gently begin rotating the right hip joint.

Practice 10 clockwise rotations followed by 10 anticlockwise rotations with focus on the movement at the hip joint.

Repeat the same steps with the left leg.

5. *Gatyatmak Meru Vakra Sthiti* (Dynamic spinal twist)

Steps

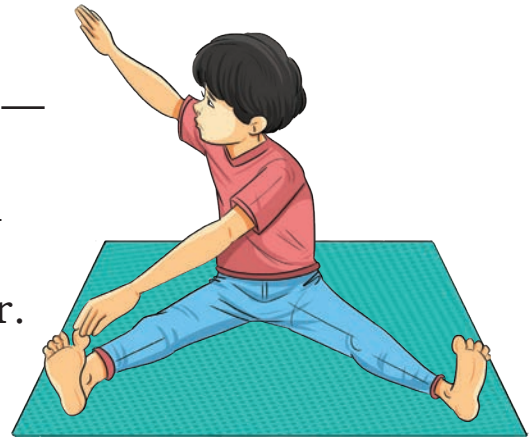
Step 1: Sit with your legs stretched wide apart, as shown in the picture.

Step 2: Extend your arms straight out at the shoulder level.

Step 3: Exhale and twist the trunk to the right, bringing the left hand to touch the right foot while swinging the right arm behind you. Turn your head to look over the right shoulder.

Step 4: Inhale and return to the centre.

Step 5: Exhale and repeat the movement on the other side—bring your right hand to the left foot, swing your left arm back, and turn your head to look over the left shoulder. Continue alternating sides for 10 rounds.



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6. *Chakki Chalana* (Churning the mill)

Steps

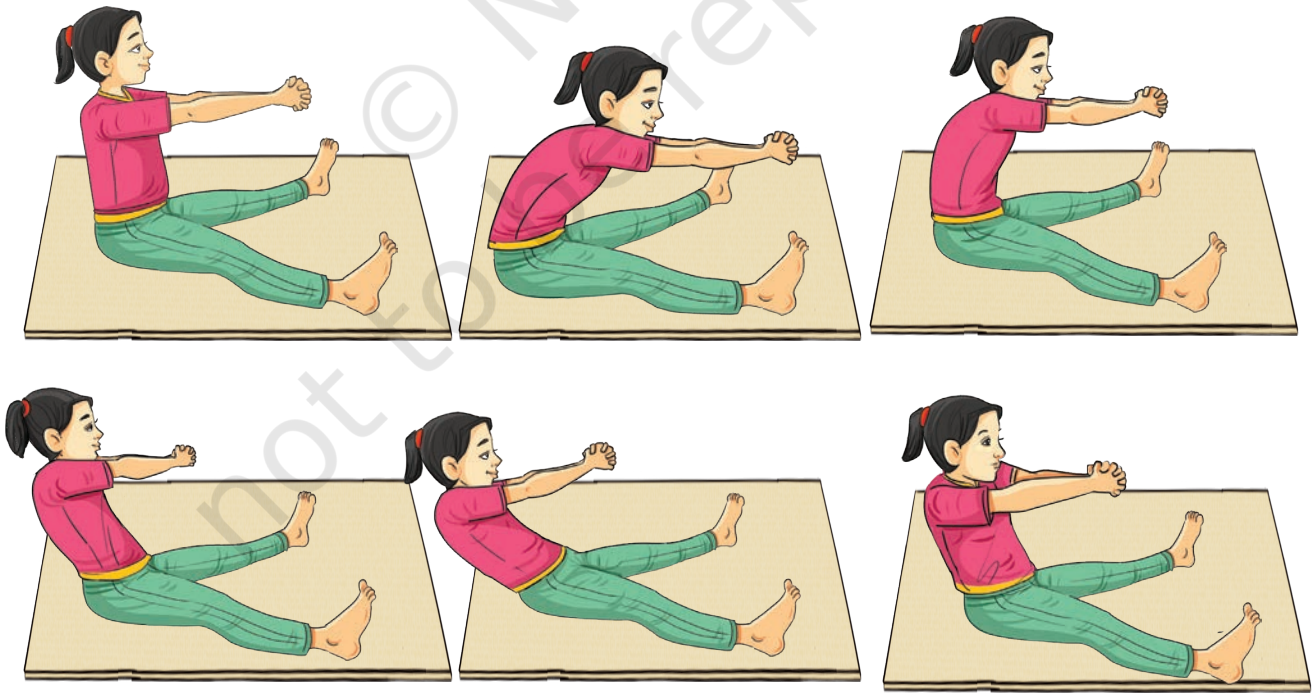
Step 1: Sit with your legs stretched wide apart, as shown in the picture.

Step 2: Interlock the fingers and stretch the arms straight out at shoulder height in front of the body.

Step 3: Begin rotating the hands and upper body in a large circular motion, moving clockwise.

Step 4: While bending forward, exhale and attempt to touch the toes with the hands. While bending backwards, inhale and keep the elbows straight.

Practice for 10 rounds in the clockwise direction. Then repeat for 10 rounds in the anti-clockwise direction. Feel the stretch in the hands, legs, lower back and abdomen.



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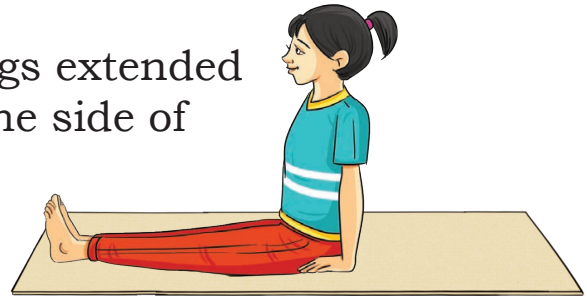
7. *Bhu Namana* (Spinal twist)

Steps



Step 1: Sit straight with your legs extended in front and hands by the side of the body.

Step 2: Exhale, twist the trunk towards the left side and place both palms bent on the floor as shown in the picture. Legs and body are in a line.

Step 3: Now bend the arms and lower the forehead so that it touches the floor between the hands. Try to keep the buttocks close to the floor and not to raise your body.

Step 4: Inhale and slowly return to the centre. Repeat the same by twisting the trunk to the right side. Practice this for 10 rounds on each side.

8. *Pada Sanchalana* (Cycling)

Steps

Step 1: Lie down on your back with the legs together and arms by the side of your body.

Step 2: Raise both legs and make cycling movements, as if pedalling a bicycle.

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Perform 10 forward rotations and 10 backwards rotations. Breathe normally throughout. After completing, slowly lower the legs and relax in *Shavasana*.

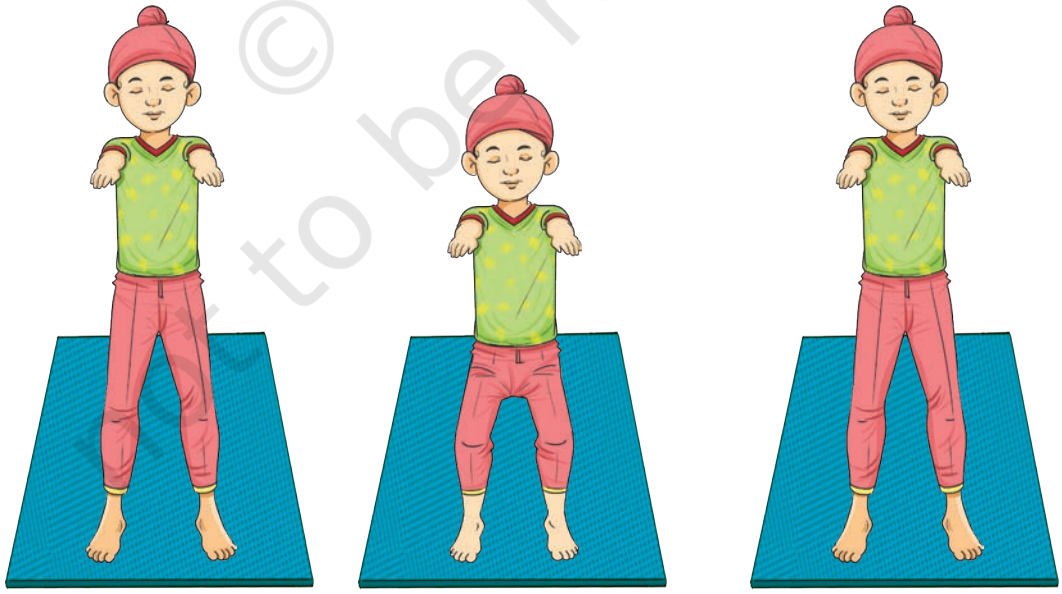
9. *Jangha Shakti Vikasaka* (Strengthening the thigh and calf muscles)

Steps

Step 1: Stand straight with your feet shoulder-width apart. Extend both arms forward, keeping them parallel to the ground.

Step 2: Exhale, slowly bend your knees, lowering the body until the thighs are parallel to the ground. Inhale and return to the standing position.

Repeat this for 10 rounds.



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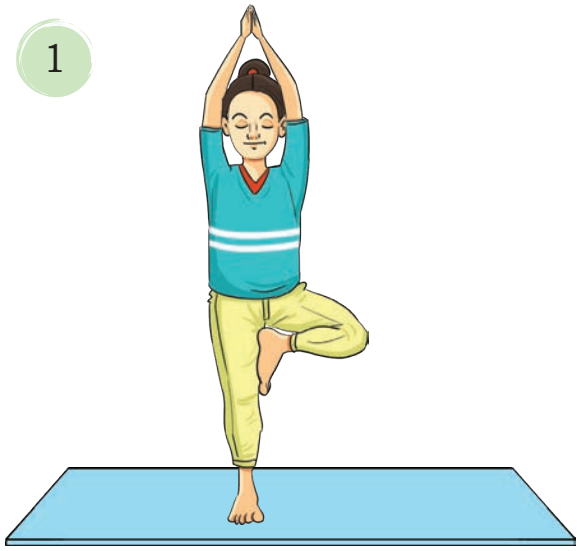
Asana

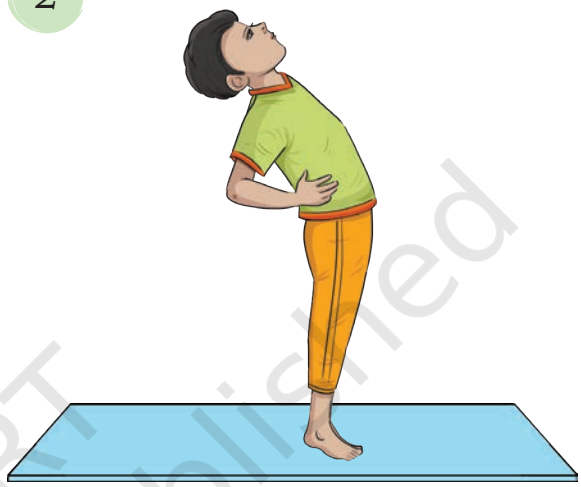
Let us first look at the *asanas* that we learnt in previous classes.

1



Vrikshasana

2



Ardha Chakrasana

3

Sukhasana

4

Vajrasana

5

Bhujangasana

6

Pavanamuktasana

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7

Pada Hastasana

8

Trikonasana

9

Shashankasana

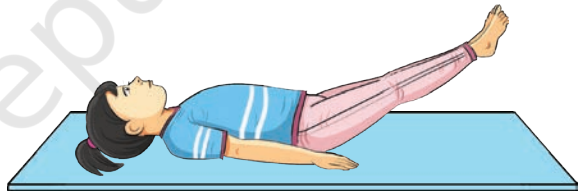
10

Ushtrasana

11

Vakrasana

12

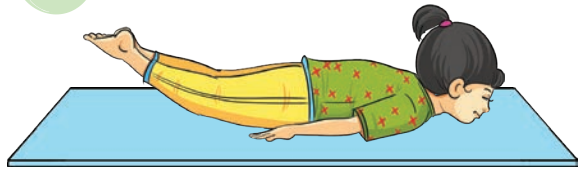


Uttana Padasana

13

Setubandhasana

14



Salabhasana

15

Saral Dhanurasana

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Why should we practice *asanas*?

कुर्यात्तदासनं सथैर्यमारोग्यं छाङ्ग-लाघवम || १९ ||

Kuryaattadaasanam sathairyamaarogyam chhaang-laaghavam ||19|| HYP

According to *Hatha Pradipika*, a classical Yogic text, *asanas* should be practised to develop a steady posture, maintain health (free from diseases), and achieve lightness of the body (flexibility of the limbs).

Benefits of practising *asanas* daily

1. It improves physical fitness, flexibility and balance.
2. It helps maintain a healthy, proper body weight.
3. It enhances the quality of sleep and boosts our our immunity to fight against diseases.
4. It increases self-confidence.

In Grade 5, you will learn the following yoga postures:

Standing Asanas	*Hasta Uttanasana*
Balancing Asanas	*Utkatasana, Virabhadrasana*
Sitting Asanas	*Parvatasana, Janushirshasana, Gomukhasana, Simha Garjana asana (variation of Simhasana)*

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Twisting Asanas	*Trikonasana variation, Ardhamatsyendrasana*
Supine Asanas	*Matsyasana*
Prone Asanas	*Sarpasana, Tiryaka Bhujangasana*

Standard guidelines for practising *asanas*, *pranayama*, *kriya* and other yogic techniques

1. Always practice on an empty stomach.
2. Use a clean, non-slippery mat or surface.
3. Perform the *asanas* slowly and mindfully to avoid injuries.
4. A complementary *asana* should be performed after each *asana*.
5. If feeling uncomfortable or unwell, inform the teacher immediately.
6. Children with specific medical conditions such as epilepsy, asthma or bronchitis, should inform the teacher before beginning practice.

Stages of *asana* practice

Initial position (*Prarambhika Sthiti*) → *Asana* Performance → Relaxation (*Vishranti*)

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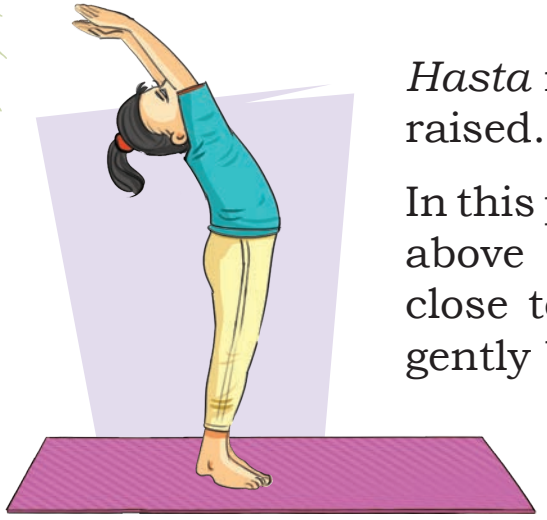
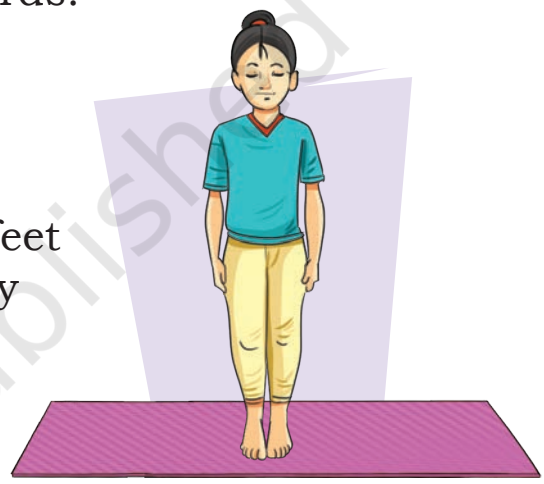
1. *Hasta Uttanasana*

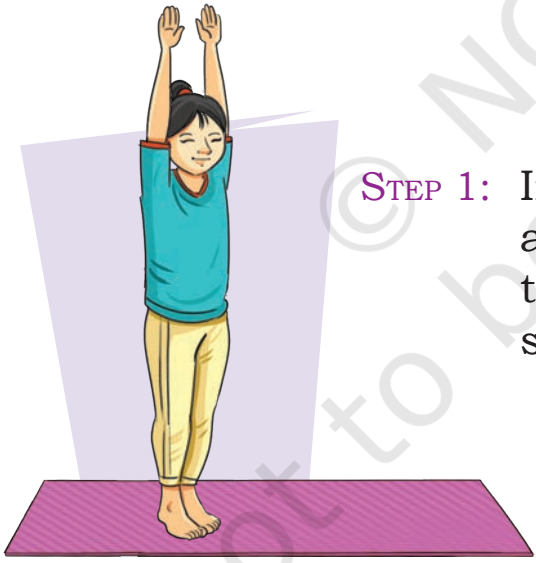


Hasta means arms, *Uttana* means raised.

In this posture, both arms are lifted above the head, with the biceps close to the ears and the body is gently bent backwards.



Prarambhika Sthiti: Stand with the feet slightly apart and keep the hands by the sides of the body.



STEP 1: Inhale and stretch both arms above the head, biceps touching the ears and elbows straight.

STEP 2: Gently bend the trunk and head backwards, forming a slight arch in the upper back. Hold the posture for a few seconds with normal breathing.

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Vishranti: Straighten the back, slowly lower the arms and relax.

Benefits of practising this *asana*

1. It increases flexibility in the back.
2. It strengthens the back and the abdominal muscles.
3. It improves lung capacity.

Notes for the teacher

- Before practising this asana, it is important to perform preparatory exercises such as *Jangha shakti vikasaka* and *gatyatmak meru vakra sthiti*.
- It is also recommended that *Pada Hastasana* be practised as a complementary posture.

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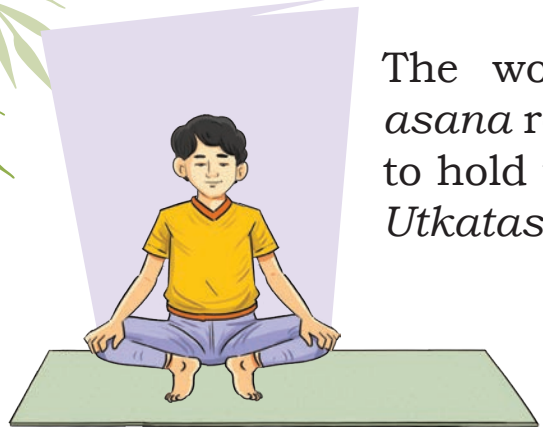
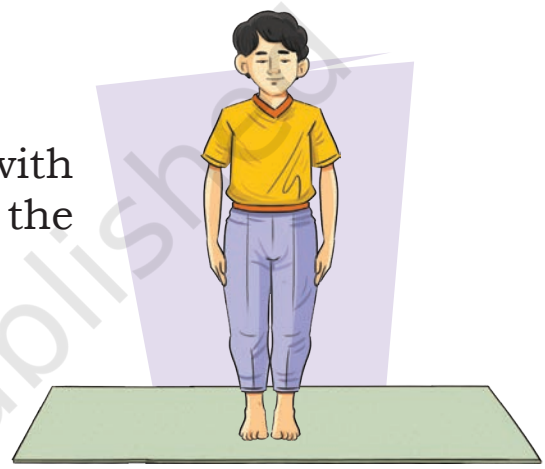
2. *Utkatasana*



The word *Utkata* means powerful. This *asana* requires strength, focus and stability to hold the final posture. Hence its name is *Utkatasana*.

Prarambhika Sthiti: Stand straight with your feet slightly apart and hands by the sides of the body.



STEP 1: Exhale slowly and gently bend the knees to squat down with legs apart.

STEP 2: Now, raise the heels so that the buttocks rest on them. Place your hands on the knees, keep the back straight, and look forward. Breathe normally while balancing on the toes. Stay in this position for a few seconds.

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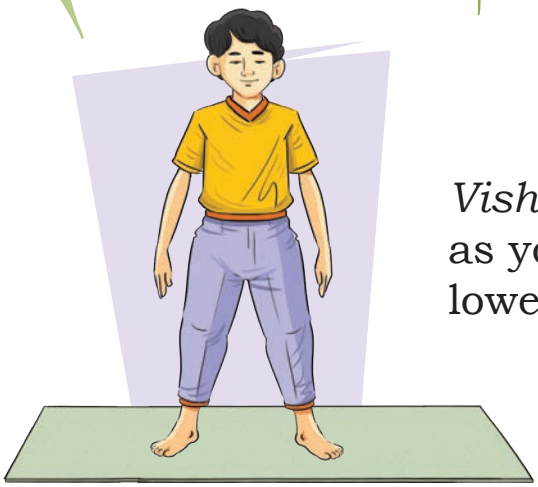

Vishranti: Inhale, straighten the knees as you come up, bring the feet closer, lower the arms and relax.

Benefits of practising this *asana*

1. It strengthens the thigh muscles and toes.
2. It improves body balance and stability.

Note for the teacher

Before practising this *asana*, it is important to perform preparatory exercises such as *Jangha shakti vikasaka*, *Pada sanchalana*, *Shroni chakra chalana*, *Ardha titali sthiti*, *Gulpha chakra chalana*, and *Gulpha naman*.

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3. *Virabhadrasana* (Variation 1)

This pose is named after *Virabhadra*, a fierce warrior in Indian mythology.

Prarambhika Sthiti: Stand straight with your feet slightly apart.

STEP 1: Inhale, spread the legs 2 to 3 feet apart. Raise both hands parallel to the ground, palms facing down.

STEP 2: Exhale, turn the right foot 90° outward and the left foot 60° inward. Bend the right knee, keeping the thigh parallel to the ground and the left leg straight. Turn the head right, raise both arms, join palms above the head, and look at them. Hold the posture for a few seconds.

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Vishranti: Inhale, slowly come back to the centre, and straighten both the knees. Exhale, drop the hands and bring the legs closer. Relax.

Benefits of practising this *asana*

1. This *asana* strengthens the lower back, arms and legs.
2. It also improves balance.

Note for the teacher

Before practising this *asana*, it is important to perform preparatory exercises such as *Jangha shakti vikasaka*, *Pada sanchalana*, *Shroni chakra chalana*, *Ardha titali sthiti*, *Gulpha chakra chalana*, and *Gulpha naman*.

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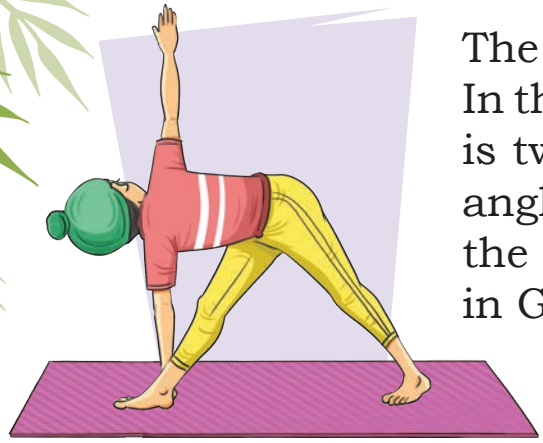
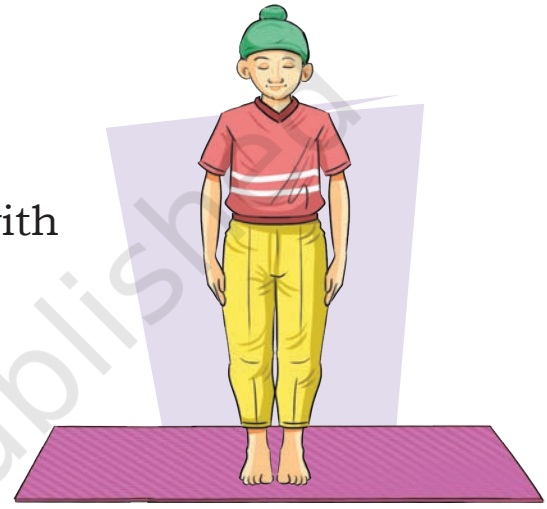
4. *Trikonasana* (variation)



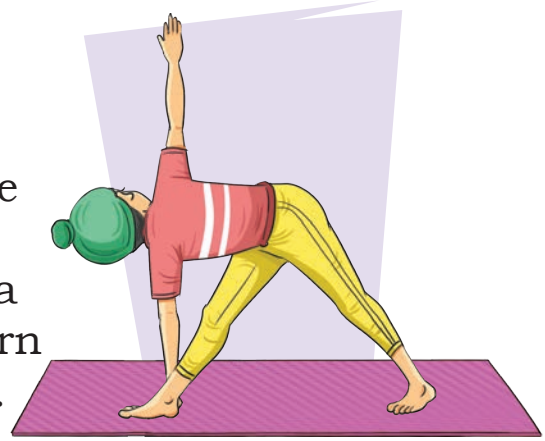
The word *Trikona* means three angles. In the final posture, the trunk portion is twisted, and the body forms three angles. This asana is a variation of the *Trikonasana*, which you learned in Grade 4.



Prarambhika Sthiti: Stand straight with your feet slightly apart.

STEP 1: Inhale and spread the legs about 2 to 3 feet apart. Raise both arms parallel to the ground, palms facing down.

STEP 2: Inhale, turn the right foot 90° outward and the left foot 60° inward. Exhale, twist the abdomen to the right, bending forward. Place the left palm beside the right foot on the ground. Extend the right arm upward, in a straight line with the left arm. Turn your gaze towards the right hand.



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Vishranti: While exhaling, come back to the centre, lower your arms and bring the legs closer. Relax.

Repeat the same practice on the other side.

Benefits of practising this *asana*

1. This *asana* strengthens the legs, abdomen, and back muscles.
2. It also stimulates the digestive organs and helps relieve constipation.

Note for the teacher

Before practising this *asana*, it is important to perform preparatory exercises such as *Jangha shakti vikasaka*, *Pada sanchalana*, *Gatyatmak meru vakra sthiti*, and *Bhu namana*.

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5. *Parvatasana*

The term *Parvata* means mountain. In the final position, the body resembles the shape of a mountain, hence the name *Parvatasana*.

Prarambhika Sthiti: Sit in *Dandasana* and then come to *Vajrasana*.

STEP 1: Inhale, place the hands on the floor in front while standing on your knees, assuming a tabletop position as shown in the picture.

STEP 2: Exhale and slowly lift the hips upward. Straighten the knees, fully extend the arms, and position the head between the arms. The body should resemble an inverted 'V' shape. Try to keep your heels on the floor. This is called the *Parvatasana*. Hold this final posture for a few seconds.

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Vishranti: Come back to *Vajrasana*, stretch the legs forward and relax in *Shithila Dandasana*.

Benefits of practising this *asana*

1. This *asana* improves blood circulation, especially to the spine and head.
2. It also helps to manage, improve anger and calms the mind.

Note for the teacher

Before practising this *asana*, it is important to perform preparatory exercises such as *Jangha shakti vikasaka*, *Pada sanchalana*, *Gatyatmak meru vakra sthiti*, *Bhu namana* and *Chakki chalana*.

It is also recommended that *Bhujangasana* be practised as a complementary posture.

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6. *Janu Shirshasana*

The term *Janu* refers to the knee joint and *Shira* means head. The forehead touches the knee in the final posture, hence the name *Janu Sirsasana*.

Prarambhika Sthiti: Sit comfortably on the floor with your back straight. Stretch both legs forward, keeping the feet together.

STEP 1: Bend the right leg at the knee, placing the sole of the right foot against the inner side of the left thigh, with the right heel close to the crease of the left thigh. Inhale and slowly raise both arms overhead.

STEP 2: Exhale and bend forward from the hips, keeping the spine straight. Reach forward to hold the left foot with both hands. Aim to touch the forehead to the left knee and bring the elbows toward the ground. Maintain this posture for a few seconds, breathing normally.

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Vishranti: Stretch both legs forward and relax in *Shithila Dandasana*.

Benefits of practising this *asana*

1. This *asana* stimulates the abdominal and pelvic organs and also improves digestion.
2. It helps reduce fat around the abdomen area.

Notes for the teacher

- Before practising this *asana*, it is important to perform preparatory exercises such as *Gatyatmak meru vakra sthiti*, *Bhu namana*, *Chakki chalana*, and *Pada sanchalana*.
- Practise *Ustrasana* as a complementary posture.

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7. *Gomukhasana*

Gomukha means the face of a cow. In the final posture of *Gomukhasana*, the knees are placed one above the other resembling the shape of a cow's face.

Prarambhika Sthiti: Sit comfortably on the floor with your back straight. Stretch both legs forward, keeping the feet together and hands by the side of the body.

STEP 1: Bend the left knee under the right, bringing the heel near the right buttock. Then bend the right knee over the left, placing the right heel near the left buttock. Both the knees are placed one above the other.

STEP 2: Fold the left elbow behind the back. Raise the right arm, bend the elbow over the shoulder, and try to interlock the fingers behind the back. Keep the raised elbow behind the head, back straight, and hold the posture for a while.

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Vishranti: Release the posture and relax in *Shithila Dandasana*.

Repeat the same practice on the other side.

Benefits of practising this *asana*

1. It helps in expanding the chest area thereby increasing lung capacity.
2. It relieves leg cramps and reduces foot stiffness.

Note for the teacher

Before practising this *asana,* it is important to perform preparatory exercises such as *Gatyatmak meru vakra sthiti*, *Bhu namana*, *Chakki chalana*, *Pada sanchalana*, *Shroni chakra chalana*, and Shoulder rotation.

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8. *Ardha Matsyendrasana*

This pose is named after the *Hatha Yogi* Rishi Matsyendranath.

Prarambhika Sthiti: Sit comfortably on the floor with your back straight. Stretch both legs forward keeping the feet together in *Dandasana*.

STEP 1: Fold the right knee and place the right foot under the left buttock. Then fold the left knee and place the left foot on the outside of the right knee.

STEP 2: Bring the right arm between the chest and the left knee and hold the left ankle. Inhale and raise the left arm and place it at the back on the floor for support. Exhale and slowly twist the body to the left, turning the trunk, shoulders and head together. Look over your left shoulder. Hold this final posture with normal breathing.

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STEP 3: Inhale and slowly untwist the body and face. Exhale and return to the starting position.

Vishranti: Relax for a while in *Shithila* Dandasana.

Repeat the same practice on the other side.

Benefits of practising this *asana*

1. It improves the flexibility of the spine.
2. It strengthens abdominal and back muscles.
3. It enhances sleep quality and helps regulate digestion.

Note for the teacher

Before practising this *asana*, it is important to perform preparatory exercises such as *Gatyatmak meru vakra sthiti, Bhu namana, Chakki chalana*, *Pada sanchalana*, and *Shroni chakra chalana*.

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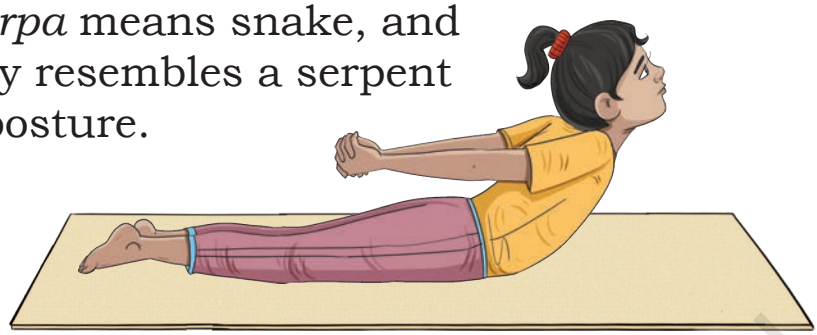
9. *Sarpasana*

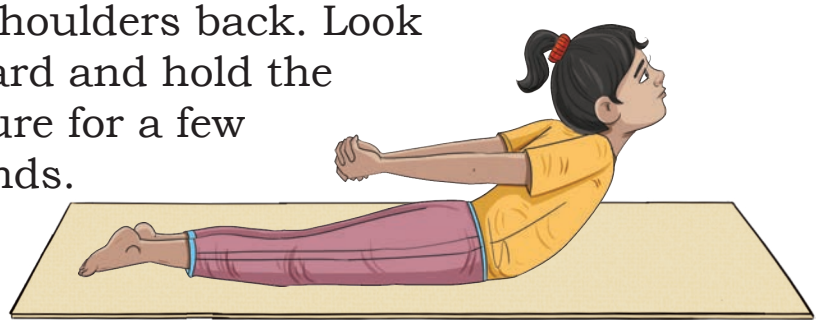
The word *Sarpa* means snake, and here the body resembles a serpent in the final posture.



Prarambhika Sthiti: Lie flat on the abdomen. Keep the arms beside the body with the legs together and forehead down.

STEP 1: Bring the arms behind and interlock the fingers, and rest the hands on the buttocks. Place the chin gently on the floor.

STEP 2: Inhale and lift the chest and head upwards. Stretch the arms fully to pull the shoulders back. Look forward and hold the posture for a few seconds.



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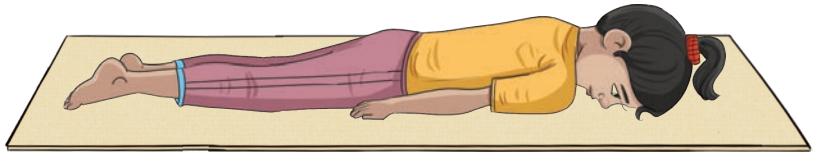
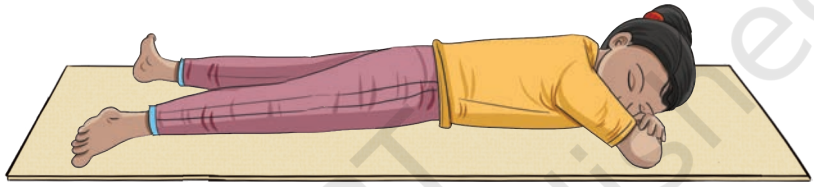
STEP 3: Exhale and slowly return to the starting position. Release the hands and place your arms by the sides of the body.



Vishranti: Relax in *Makarasana*.



Benefits of practising this *asana*

1. It expands the lungs, facilitating better inhalation and exhalation.
2. It helps in relieving back aches. It strengthens abdominal organs.

Notes for the teacher

- Before practising this *asana*, it is important to perform preparatory exercises such as *Gatyatmak meru vakra sthiti, Bhu namana*, and *Chakki chalana*.
- It is recommended to practise *Shashankasana* as a complementary posture.

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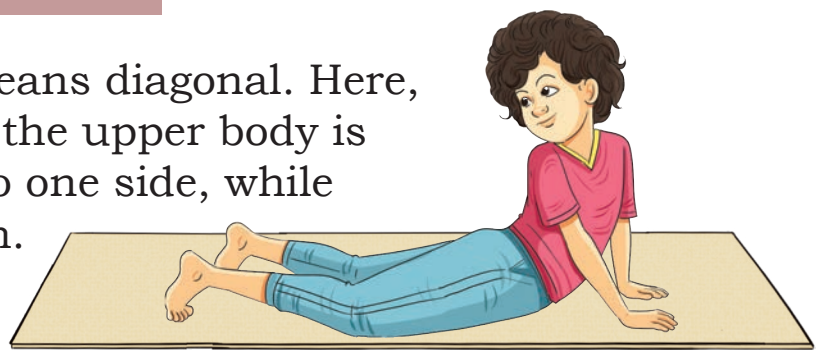
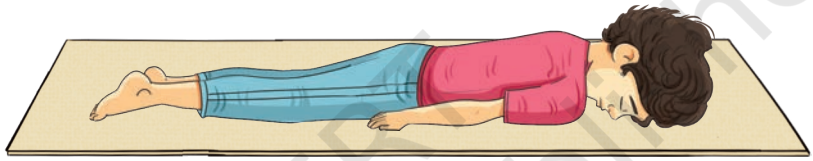
10. *Tiryaka Bhujangasana*

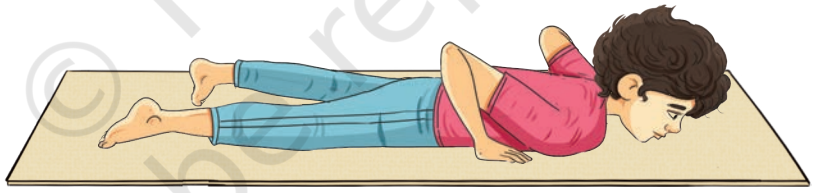
The word *Tiryaka* means diagonal. Here, in the final posture, the upper body is raised and twisted to one side, while lying on the stomach.



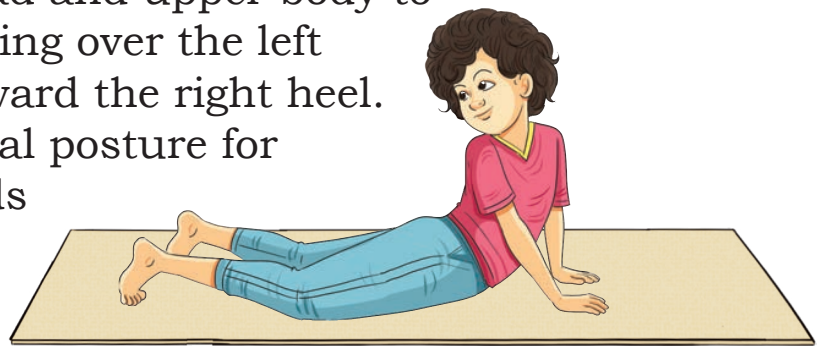
Prarambhika Sthiti: Lie flat on the abdomen. Keep the arms beside the body, legs together and forehead on the floor.



STEP 1: Place the palms on the floor beside the chest. Separate the legs by a distance of about half a metre, as shown in the picture.



STEP 2: While inhaling, slowly raise the upper part of the trunk as much as possible and straighten the elbows. While exhaling, twist the head and upper body to the left, looking over the left shoulder toward the right heel. Hold this final posture for a few seconds with normal breathing.



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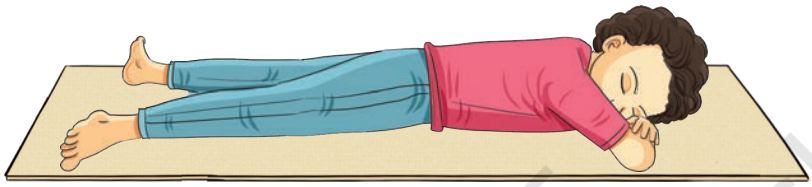
STEP 3: Inhale and bring your face back to the front. Then, repeat the twist on the other side.

Vishranti: Slowly return to the centre and relax in *Makarasana*.



Benefits of practising this *asana*

1. It strengthens abdominal organs.
2. It helps relieve back pain.

Notes for the teacher

- Before practising this *asana*, it is important to perform preparatory exercises such as *Gatyatmak meru vakra sthiti*, *Bhu namana*, and *Chakki chalana*.
- Practise *Shashankasana* as a complementary posture.

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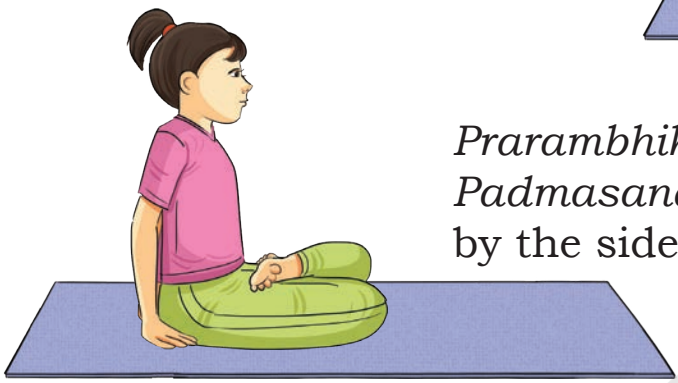
11. *Matsyasana*

The word *Matsya* means fish, and here, in the final posture, the body resembles a fish.



Prarambhika Sthiti: Sit down in *Padmasana* with your arms placed by the side of the body.

STEP 1: Slowly bend backwards, taking the support of the forearms and elbows.

STEP 2: Gently lift the chest and place the crown of the head on the ground, as shown in the picture.

Hold the big toes with each hand and rest the elbows on the floor. Maintain this posture for a few seconds with normal breathing.

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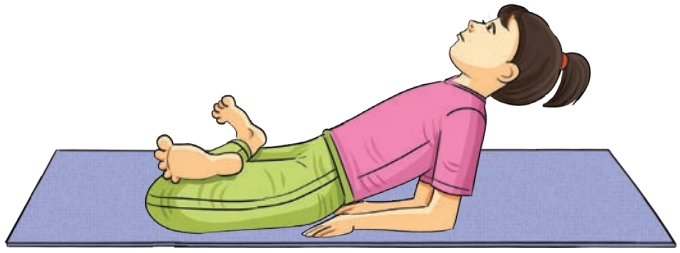
STEP 3: To release the posture, lift the chest and head up with the support of the elbows.



Vishranti: Release the legs and relax in *Shavasana*.

Benefits of practising this *asana*

1. It enhances deep breathing.
2. It regulates the functioning of the thyroid gland.

Notes for the teacher

- Before practising this *asana*, it is important to perform preparatory exercises such as *Gatyatmak meru vakra sthiti, Bhu namana*, and *Chakki chalana*.
- Practise *Sarvangasana* as a complementary posture.

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12. *Simha Garjana Asana*

The word *Simha* means Lion, *Garjana* means roaring. Here, in the final posture, the body resembles a lion with an open mouth and tongue stretched out.

Prarambhika Sthiti: Sit in *Dandasana* and then slowly adopt *Vajrasana*.

STEP 1: Keep about 2 feet of space between the knees. Lean forward and place the palms on the floor between the knees, fingers pointing towards the body. Keep the arms straight, back arched, and support the body's weight on the arms. Tilt the head back, keep the eyes open, and gaze at the eyebrow centre.

STEP 2: Breathe in slowly through the nose. Then open your mouth wide, stretch the tongue out fully, and exhale slowly while making a clear 'aaaah' roaring sound from the throat. Close the mouth after exhaling. Repeat this roaring sound five times.

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Vishranti: Come back to *Vajrasana*, release the legs and relax in *Shithila Dandasana*.

Benefits of practising this *asana*

1. It helps in developing a strong and beautiful voice.
2. It is beneficial for speech-related problems.

Note for the teacher

Before practising this *asana*, it is important to perform preparatory exercises such as *Jangha shakti vikasaka*, *Pada sanchalana*, *Shroni chakra chalana*, *Ardha titali sthiti*, *Gulpha chakra chalana*, and *Gulpha namana*.

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Relaxation Technique

After completing the *asana* session, it is important to practice relaxation. The *Shavasana* is commonly used for this purpose. In addition to the *Shavasana*, we will also learn another relaxing posture called the the *Matsya Kridasana*, which can be practised along with it.

Steps

1. Lie down on the stomach.
2. Place the right arm under the head and rest the right cheek on it.
3. Bend the left leg sideways, bringing the knee close to the ribs.
4. Interlock the fingers of both hands, keeping the hands in front as shown in the picture.
5. Rest the left elbow on the bent left knee.
6. Keep the right leg straight and relaxed.
7. Breathe normally and remain in this position, allowing the body to relax.
8. After some time, change the side and repeat the steps.

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Pranayama

Breathing Practice

Let us first look at the *asanas* learnt in the previous grades.

Straw breathing

1. Sit or stand comfortably, relax the whole body.
2. Inhale slowly and deeply through the nose for 4 seconds, letting the stomach expand.
3. Now place a straw (with a small diameter) between the lips. In the absence of a straw, keep the lips closed with a small gap in between, as if about to blow out a candle.
4. Exhale slowly through the straw or through the small gap in between the lips. Repeat this process for five minutes. Focus on slow exhalation.

Note for the teacher

Benefits of straw breathing – Calms the nervous system, reduces stress and anxiety, and increases lung capacity.

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Let us look back at the breathing practices you have learned in Grades 3 and 4.

Breath awareness

Deep Breathing

Anuloma Viloma Pranayama

Brahmari Pranayama

As you know, *Pranayama* is the fourth limb of *Ashtanga Yoga*. It means learning to regulate our breath.

Now, think! Why is it important to regulate our breath?

In yoga, it is said that when we slow down our breathing and take deep, calm breaths, it helps us control our mind (from too many thoughts). This makes it easier to focus and think clearly, helping us improve our concentration.

We will begin our *Pranayama* practice with a revision of the *Anuloma Viloma Pranayama*.

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1. *Anuloma Viloma Pranayama*

Steps

STEP 1: Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed.

STEP 2: Use the right hand to form *Nasika Mudra*, as shown in the picture, while keeping the left hand on the left thigh in *Chin Mudra*.

STEP 3: Gently close the right nostril with the right thumb and inhale slowly through the left nostril.

STEP 4: Close the left nostril using the ring and little fingers, then exhale through the right nostril.

STEP 5: Now, inhale through the right nostril, then close it and exhale through the left nostril.

This completes one round. Repeat the process for five rounds.

2. *Ujjayi Pranayama*

Steps

STEP 1: Sit comfortably in *Padmasana* with the back straight.

STEP 2: Place the hands on the knees in *Chin Mudra*.

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Step 3: Close the eyes and relax the entire body.

Step 4: Breathe in deeply through both nostrils.

Step 5: Gently constrict the throat and inhale creating a soft sound like breathing in through a thin straw.

Step 6: After a full inhalation, close the right nostril using the right thumb and exhale through the left nostril, maintaining the throat constriction to produce a gentle snoring sound.

Step 7: Repeat this process for 5 rounds, then relax.

3. *Sitkari Pranayama*

Steps

Step 1: Sit comfortably in *Padmasana* with the back straight.

Step 2: Place the hands in *Chin Mudra*.

Step 3: Close your eyes and relax the entire body.

Step 4: Gently press the teeth together and keep the lips separate. Inhale through the gaps between the teeth, creating a soft hissing sound. Notice the cool sensation in the mouth.

Step 5: Close the lips and exhale slowly through the nostrils.

Step 6: Repeat this process for 5 rounds, then relax.

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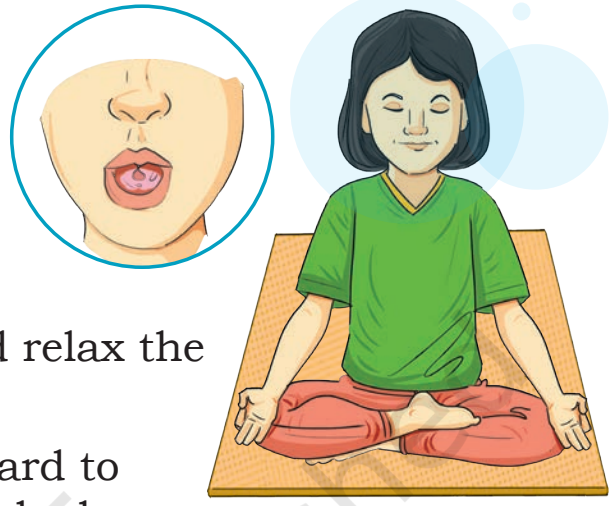
3. *Sheetali Pranayama*

Steps



STEP 1: Sit comfortably in *Padmasana* with the back straight.

STEP 2: Place the hands on the knees in *Chin Mudra*.

STEP 3: Close your eyes and relax the entire body.

STEP 4: Roll the tongue inward to form a tube or a beak shape.

STEP 5: Inhale slowly through the beak feeling a cool sensation in the mouth.

STEP 6: Close the mouth and exhale slowly through the nostrils.

STEP 7: Repeat this process for 5 rounds, then relax.

Note for the teacher

The benefits and contraindication of the practices will be taught in higher classes. The teacher must make sure that the students are practising these techniques without any mistakes.

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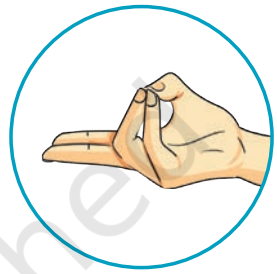
Hasta Mudra

In continuation to what we learnt in the previous grade, this year we will learn and practice a few more *mudras* together.

1. *Prana Mudra*



Steps

Step 1: Sit in *Padmasana*.

Step 2: Place the hands on your knees. Touch the tips of the ring finger and little finger to the thumb. The index and middle finger should be pointed straight.

Step 3: Keep your eyes closed and focus on your breathing.

Step 4: Hold this posture for 5 minutes.

Benefits

Practicing the *Prana Mudra* helps energise the body and brings a sense of calmness to the mind.

Activity

Practice *Prana Mudra* daily for a month under the guidance of a teacher. Maintain a journal to record any observed changes in energy levels and the state of mind.

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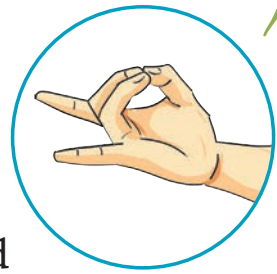
2. *Apana Mudra*



Steps

Step 1: Sit in *Padmasana*.

Step 2: Place your hands on the knees. Touch tips of the middle and ring finger to the thumb. The index and little finger should be straight.

Step 3: Keep your eyes closed and focus on your breathing.

Step 4: Hold the posture for 5 minutes.

Benefits

Practising the *Apana Mudra* improves digestion and helps reduce problems such as constipation and abdominal pain.

Activity

Do *Apana Mudra* whenever you have abdominal problems like stomach pain, gas, or constipation, with the teacher's help. Maintain a journal to note down any changes that you notice.

3. *Prithvi Mudra*

Steps

Step 1: Sit in *Padmasana*.

Step 2: Place the hands on the knees. Touch the tip of the ring finger to the tip of the thumb. The remaining fingers are kept open.

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STEP 3: Keep the eyes closed and focus on the breath.

STEP 4: Hold the posture for 5 minutes.

Benefits

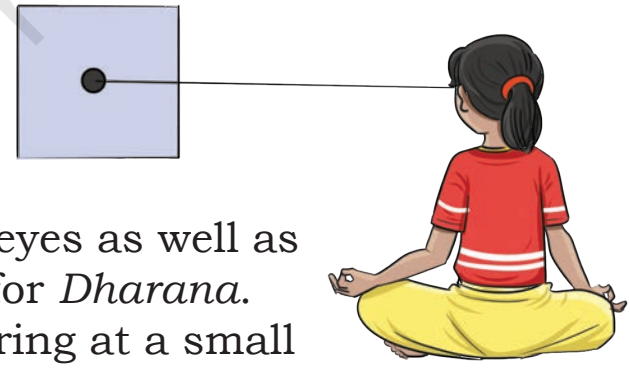
Practising the *Prithvi Mudra* helps to overcome laziness and increases energy levels in the body.

Activity

Practise the *Prithvi Mudra* every day for 5 minutes. Maintain a journal to note any changes observed after practising.

Kriya

Bindu Trataka



As a part of *Kriya*, which means cleansing techniques, we shall learn *Bindu Trataka*, a procedure to cleanse the eyes as well as a preparatory procedure for *Dharana*. *Bindu Trataka* means staring at a small dot without blinking.

Benefits of this practice

It helps to improve focus, memory, and concentration.

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Steps

Note: Remove your spectacles and wristwatch before getting started.

STEP 1: Draw a small black dot of about 1 cm diameter at the centre of an A4-size sheet white paper.

STEP 2: Sit in *Sukhasana* and place the dot on a wall. The dot should be about 2 to 3 feet away at eye-level. Each child will have one dot to focus at.

STEP 3: Look at the dot without blinking for 30 seconds to 1 minute.

STEP 4: When the eyes feel a little watery, close them and try to visualise the dot in your mind.

STEP 5: After a few seconds, rub the two palms, generate sufficient heat and gently place them on the closed eyes for half a minute. Feel the warmth of the palms. This process is called palming which reduces the eye strain.

Repeat the entire procedure 2 to 3 times along with palming.

Note for the teacher

Encourage the children to practise *bindu trataka* at home every day in the morning.

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Dhyana

Om Dhyana

After completing the *Bindu Trataka*, continue with *Om Dhyana*.

Step 1: Sit comfortably in *Padmasana*.

Step 2: Place the hands on the knees in *Chin Mudra*.

Step 3: Gently close your eyes and try to focus on the natural flow of your breath.

Step 4: Inhale, and while exhaling, slowly and mindfully chant the sound 'Om'. Feel the vibration in your body.

Step 5: Repeat this process for five rounds, maintaining a calm and steady rhythm.

Step 6: After the chanting, sit quietly and observe the stillness and silence. Observe the breath.

Step 7: Try to remain in this silence for a few minutes.

Reflection

- Were you able to feel any sensations or vibrations in your body while chanting 'Om'?
- What was your state of mind after the chanting and during the silence?
- Did you experience a sense of peace or lightness in your body?

Share your experiences with others in the class after the practice.

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Krida Yoga

Note: Krida Yoga is not traditionally a part of classical yogic practices. However, to encourage playfulness among children and to bring variety to the routine in the class, it has been included in the curriculum as a joyful and engaging activity in addition to other yogic activities.

1. Self-help (*Swa-sahayata*)

Purpose

The following games help promote physical activity, attention and strategy.

How to play

a. All participants must stand in a big circle, facing inwards.

b. One player is chosen as the Chaser (X) and stands in the centre of the circle.

c. Another player is chosen as the Runner.

d. On a signal, the Chaser (X) begins to chase the Runner within the circle.

e. The Runner tries to avoid being caught by running in any direction within the circle.

f. If the Runner feels that they are about to be caught, they must quickly stop, lift their right leg by bending it at the knee, put their hand behind the bent knee, and touch their nose with the same hand.

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g. Once the Runner assumes this position, they are temporarily safe.

h. Once the Runner releases the position (i.e., stops touching their nose and lowers their leg), the Chaser (X) can resume chasing. The Runner tries to evade capture by running in any direction within the circle.

i. If the Chaser (X) touches the Runner, the Runner is considered "Out".

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j. The Runner takes the place of the Chaser (X), and the game continues with a new runner.

2. *Yama, Niyama, Asana*

Purpose

To learn and remember the fundamental principles of yoga in a fun and interactive way

How to play

a. All players must stand or sit in a circle.

b. One student is chosen as the leader for the round.

   The leader points to a student and gives a prompt related to either *Yama*, *Niyama* or *Asana*.

   For example, if the leader says "Ahimsa", the student should respond as "Yama", or, the leader says "standing asana", the student should respond as "Vrikshasana", etc.

c. The students must respond quickly by calling out the name of a *Yama*, *Niyama*, or *Asana*.

d. If the answer is correct, the student continues to play.

e. If the answer is incorrect or has been repeated from a previous round, the player is eliminated from the circle.

f. The leader keeps moving around the circle asking new questions until only one student remains, who will be the winner.

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3. *Akkad, Bakkad, Akkad Bakkad*

Purpose

To enhance awareness, concentration, and mental quickness through a structured verbal response using the words 'akkad', 'bakkad' and 'akkad bakkad' in place of specific numerals.

How to play

a. The players must sit or stand in a circle.
b. One player begins by saying "1", and the next player (moving clockwise) says "2", and so on.
c. For multiples of 3, say "Akkad" instead of the number.
   (3 → akkad, 6 → akkad, 9 → akkad)
d. For multiples of 5, say "Bakkad" instead of the number.
   (5 → bakkad, 10 → bakkad, 20 → bakkad)
e. For numbers that are multiples of both 3 and 5, say "akkad bakkad".
   (15 → akkad bakkad, 30 → akkad bakkad)
f. If a player says the wrong word or says the number instead of the correct word, they are eliminated.
g. Delayed responses are also not considered.

Example of Number Calling Sequence is as follows:

1 → 2 → akkad → 4 → bakkad → akkad → 7 → 8 → akkad → bakkad → 11 → akkad → 13 → 14 → akkad bakkad → 16 → 17 → akkad → 19 → bakkad … (and so on).

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Guided Self-assessment for Students

The assessment can be done based on Teachers observation, Parents feedback, and also student self-reflection.

Yoga for Daily Life

Four Paths of Yoga:

Karma Yoga (selfless action) – Teachers Observation

Observation	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Helps others even without being asked.				
Takes responsibility for personal and group duties				
Does acts of kindness (cleaning, helping, etc.)				

Self-Observation: Read each statement carefully, circle the number that best represents you.

Activities	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
1. I help others even when they don't ask for it.				
I take responsibilities for my personal duties, like keeping my books, uniform clean, homework, etc.				

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I enjoy volunteering in community services like cleaning the park, participating in planting,				
I give away toys, books, or clothes to children in need.				
I show up some kindness actions like giving up my seat on a bus for an elderly person, helping a blind person on the road, sharing toys with friends, expressing gratitude for all those who help me.				
I help with household chores without being asked.				
I do my best in whatever I do whether it is school work, playing sports or helping at home.				

Jnana Yoga (the path of knowledge): Teachers Observation

Observation	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Asks thoughtful questions in class				

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Is curious to know more about self, and the world.				
Applies lessons from stories to real life				

Self-Observation: Read each statement carefully, circle the number that best represents you.

Activities	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
I do not hesitate to ask questions with my teacher for better understanding				
I am curious to learn more about myself.				
I enjoy exploring new things around me.				
I follow good lessons I learn from stories.				
I like to discuss values with my friends and family.				

Bhakti Yoga (the path of devotion): Teachers Observation

Observation	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Participates in prayer, bhajan, or chanting				
Expresses love and respect for teachers, parents				

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Self-Observation: Read each statement carefully, circle the number that best represents you.

Activities	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
I take blessings from my parents, teachers and elders every day.				
I offer prayer when I wake up, before having meals, and before sleeping.				
I enjoy listening to bhajans				
I like to sit quietly and observe my breath for at least 10 mins in a day.				
I trust my parents and God.				

Yoga Sadhana

1. ***Asana—****Hasta Uttanasana, Utkatasana, Virabhadrasana, arvatasana, Janushirshasana, Gomukhasana, Simha Garjana Asana, Trikonasana variation, Ardhamatsyendrasana, Matsyasana, Sarpasana, Tiryak Bhujangasana.*

Criteria	Excellent	Good	Scope for improvement
Demonstration of asanas	Performs all asanas correctly	Performs all asanas correctly but needs minor corrections	Requires repeated guidance

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Follow instructions	Very attentive	attentive	Requires repeated guidance
Identification of asanas	Correctly identifies all asanas	Identifies most asanas correctly	Requires repeated guidance
Effort and attitude	Curious and focused	Participates with interest	Easily distracted

2. *Mudra and Pranayama*

Criteria	Excellent	Good	Scope for improvement
Om chanting	Rhythmic	Requires minor corrections	Requires repeated guidance
Identification and demonstration of Mudras	Identifies and performs	Can identify but difficult to perform	Requires repeated guidance
Identification and demonstration of different Pranayama	Identifies and performs	Can identify but difficult to perform	Requires repeated guidance

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Session Structure and Suggestive Annual Plan for Teachers

NCF-SE 2023 has listed Physical Education and Well-being as a separate curricular area and suggested allocating a minimum of 90 hours (which is approximately 135 periods of 40 minutes each) in the timetable.

Khel Yoga textbook for Grade 5 is designed to sufficiently develop the competencies defined in NCF-SE 2023. The book has three units and several chapters. The basic motor movement activities, games and Yoga sessions can be planned in parallel for continuous and consistent development throughout the year.

Suggestive session structure and annual plan is given below to conduct activities effectively. You may customise the plan based on your needs.

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Structure of a yoga session for teachers

To begin the yoga session, recite the following prayer. This opening prayer is a special way to express gratitude to Maharishi Patanjali for his teachings that promote a healthy mind, clear speech, and a healthy body.

General instructions to begin and end a yoga session

- Sit comfortably in *Sukhasana* with the spine upright.
- Close your eyes, relax the facial muscles, and bring awareness to the breath.
- Place the hands in *Chin Mudra* and observe the natural rhythm of the breath for a few moments.
- Then, take a deep, slow breath in. As the breath is released, gently chant "Om".
- Bring the hands to *Namaskara Mudra* and chant the following prayer.
- Notice any changes or sensations that arise after chanting.
- Rub your palms together softly, place them over the closed eyes, and gently open the eyes into the warmth of the hands.

Opening Prayer

ॐ सह नाववतु।
सह नौ भुनक्तु।
सह वीर्यं करवावहै।
तेजस्वि नावधीतमस्तु मा विद्विषावहै।
ॐ शान्तिः शान्तिः शान्तिः ॥

Om Saha Naavavatu |
Saha Nau Bhunaktu |
Saha Viryam Karavaavahai |
Tejasvi- Naavadhitamastu
Maa Vidvisaavahai |
Om Shantih Shantih Shantih | |

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Meaning of the prayer

May we both (*Guru* and *Shishya*) be protected. May we both be nourished. May we practice with great vigour and energy. Let our studies be fruitful and enlightening. May we not hate each other.

After the opening prayer, follow the session plan for various yogic activities. These activities include:

Yama and *Niyama, Sukshma Vyayama, Shithilikarana Vyayama, asanas (postures), Pranayama, Pratyahara, relaxation, Dharana, Dhyana, and Krida Yoga.*

End each yoga session with the closing prayer given below. This prayer helps students absorb the knowledge and reinforce the day's learning in a positive and happy way.

Closing Prayer

ॐ सर्वे भवन्तु सुखिनः
सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु
मा कश्चिद्दुःखभाग्भवेत् ।
ॐ शान्तिः शान्तिः शान्तिः ॥

Om Sarve Bhavantu Sukhinah
Sarve Santu Niraamayaah |
Sarve Bhadraani Pashyantu
Maa Kashhcidduhkhabhagbhaavet |
Om Shantih Shantih Shantih ||

Meaning of the Prayer

May all be happy. May all be free from illness. May all see what is auspicious. May no one suffer. Let there be peace everywhere.

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Annual Session Plan

The table given below shows the sequence of activities planned in the given 150 periods for the entire year. It is important to follow this sequence for effective development of required competencies. Type of session and activity number is given in the table for easy reference in the textbook.

Note: For a block period, club the activities of two consecutive periods. Periods of Our Games and Yoga are already clubbed wherever a block period is required.

Annual Session Plan						
Period	**Unit**	**Skill**	**Type**	**Activity Name**	**Activity No.**	**Count**
1	Unit 1	Throwing and Catching	Type 3	Hush Hush Throw	BM-1	1
2	Unit 1	Throwing and Catching	Type 2	Count and Rep	BM-2	2
3	Unit 1	Throwing and Catching	Type 3	Count and Rep	BM-2	3
4	Unit 1	Throwing and Catching	Type 2	Hand the Ball	BM-4	4
5	Unit 3	Yoga	Yoga Practices	Yoga for Daily Life	YG-1	1
6 & 7	Unit 2	Our Games	Type 4/5	Nadan Panthu Kali	OG-1	2
8	Unit 1	Catch	Type 3	Hand the Ball	BM-4	5
9	Unit 1	Throw	Type 3	Pass and Score	BM-3	6
10	Unit 1	Catch	Type 3	Bull's Eye	BM-6	7
11	Unit 1	Throw	Type 3	Catch and Hit	BM-5	8
12 & 13	Unit 2	Our Games	Type 4/5	*Attakalam*	OG-2	4
14	Unit 3	Yoga	Yoga Practices	Paths of Yoga	YG-2	3

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15	Unit 1	Catch	Type 1	Hand the Ball	BM-4	9
16	Unit 1	Throw	Type 2	Catch and Hit	BM-5	10
17	Unit 1	Throw	Type 1	Hush Hush Throw	BM-1	11
18	Unit 1	Catch	Type 1	Catch and Hit	BM-5	12
19	Unit 1	Throw	Type 2	Hand the Ball	BM-4	13
20	Unit 1	Throw	Type 1	Pass and Score	BM-3	14
21 & 22	Unit 3	Yoga	Yoga Practices	Karma Yoga	YG-3	4
23	Unit 1	Throw	Type 1	Catch and Hit	BM-5	15
24 & 25	Unit 2	Our Games	Type 4/5	*Jodi Baki*	OG-3	6
26	Unit 1	Kicking	Type 3	Friendly Goal	BM-7	16
27	Unit 1	Kicking	Type 3	Clear the Centre	BM-8	17
28	Unit 1	Kicking	Type 3	Wall Goal	BM-9	18
29	Unit 1	Kicking	Type 3	Foot Cricket	BM-10	19
30 & 31	Unit 2	Our Games	Type 4/5	Nakal Kho	OG-4	8
32	Unit 3	Yoga	Yoga Practices	Karma Yoga	YG-3	5
33	Unit 1	Kicking	Type 3	Kick in the Square	BM-11	20
34	Unit 1	Kicking	Type 3	Hit the Potato	BM-12	21
35	Unit 1	Kicking	Type 3	Friendly Goal	BM-7	22
36	Unit 1	Kicking	Type 3	Clear the Centre	BM-8	23
37	Unit 1	Kicking	Type 3	Wall Goal	BM-9	24
38	Unit 1	Kicking	Type 3	Foot Cricket	BM-10	25

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39	Unit 3	Yoga	Yoga Practices	*Jnaya Yoga* and *Bhakti Yoga*	YG-4	6
40 & 41	Unit 2	Our Games	Type 4/5	*Mai Bhi Maindhak*	OG-5	10
42	Unit 1	Kicking	Type 3	Kick in the Square	BM-11	26
43	Unit 1	Kicking	Type 3	Hit the Potato	BM-12	27
44	Unit 1	Kicking	Type 3	Hush Hush Throw	BM-1	28
45	Unit 1	Kicking	Type 3	Hit the Potato	BM-12	29
46	Unit 1	Kicking	Type 3	Wall Goal	BM-9	30
47	Unit 1	Kicking	Type 3	Foot Cricket	BM-10	31
48	Unit 3	Yoga	Yoga Practices	Activity	YG-5	7
49 & 50	Unit 3	Yoga	Yoga Practices	*Ashtanga Yoga*	YG-6	9
51 & 52	Unit 2	Our Games	Type 4/5	*Damru Relay*	OG-6	12
53	Unit 1	Hitting	Type 3	Handle with Care	BM-13	32
54	Unit 1	Hitting	Type 1	Balloon Strike	BM-14	33
55	Unit 1	Hitting	Type 3	Handle with Care	BM-13	34
56	Unit 1	Hitting	Type 1	Catch to Win	BM-15	35
57 & 58	Unit 3	Yoga	Yoga Practices	*Asteya*	YG-7	11
59 & 60	Unit 3	Yoga	Yoga Practices	*Niyama*	YG-8	13
61 & 62	Unit 2	Our Games	Type 4/5	*Aahwan Kabaddi*	OG-7	14
63	Unit 1	Hitting	Type 2	Hit and Cover	BM-17	36
64	Unit 1	Hitting	Type 3	Hidden Ball	BM-18	37
65	Unit 1	Hitting	Type 1	Balloon Strike	BM-14	38
66	Unit 1	Hitting	Type 2	Crab Wheel	BM-19	39

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67 & 68	Unit 2	Our Games	Type 4/5	*Bhukha Sher*	OG-8	16
69	Unit 1	Hitting	Type 3	Hidden Ball	BM-18	40
70	Unit 1	Hitting	Type 1	Crab Wheel	BM-19	41
71	Unit 1	Coordination	Type 2	Catch to Win	BM-15	42
72	Unit 3	Yoga	Yoga Practices	*Pratyahara*	YG-9	14
73-81		**Half Yearly Assessment**		**Summative Assessment**	**SA-1**	**9**
82 & 83	Unit 3	Yoga	Yoga Practices	*Yoga Sadhana* Preparatory Practices	YG-9	16
84 & 85	Unit 2	Our Games	Type 4/5	Ghar Pehchano	OG-9	18
86	Unit 1	Coordination	Type 1	Crab Wheel	BM-19	43
87	Unit 1	Coordination	Type 3	Run for Fun	BM-21	44
88	Unit 1	Coordination	Type 1	Push and Pull	BM-22	45
89	Unit 1	Coordination	Type 3	Run and Cross the River	BM-23	46
90	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-10	17
91 & 92	Unit 2	Our Games	Type 4/5	Ghar Pehchano	OG-9	20
93	Unit 1	Coordination	Type 2	Side Roll	BM-24	47
94	Unit 1	Personal Goals	Type 3	Side Roll	BM-24	48
95	Unit 1	Personal Goals	Type 3	Side Roll	BM-24	49
96 & 97	Unit 2	Our Games	Type 4/5	*Daicholu*	OG-10	22
98	Unit 1	Coordination	Type 2	Side Roll	BM-24	50
99	Unit 1	Coordination	Type 2	Run for Fun	BM-21	51
100	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-10	18
101	Unit 1	Personal Goals	Type 3	Crab Wheel	BM-19	52

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102	Unit 1	Personal Goals	Type 1	Push and Pull	BM-22	53
103	Unit 1	Personal Goals	Type 3	Push and Pull	BM-22	54
104	Unit 1	Personal Goals	Type 1	Run and Cross the River	BM-23	55
105 & 106	Unit 3	Yoga	Yoga Practices	*Krida Yoga*	YG-11	20
107 & 108	Unit 2	Our Games	Type 4/5	*Gocho Paari*	OG-12	24
109	Unit 1	Personal Goals	Type 1	Run and Cross the River	BM-23	56
110	Unit 1	Personal Goals	Type 3	Push and Pull	BM-22	57
111	Unit 1	Personal Goals	Type 1	Crab Wheel	BM-19	58
112	Unit 1	Personal Goals	Type 3	Corner Tennis	BM-16	59
113	Unit 3	Yoga	Yoga Practices	Relaxation Technique	YG-12	21
114 & 115	Unit 2	Our Games	Type 4/5	*Gocho Paari*	OG-12	26
116 & 117	Unit 2	Our Games	Type 4/5	*Nadan Panthu Kali*	OG-1	28
118 & 119	Unit 2	Our Games	Type 4/5	*Nakal Kho*	OG-4	30
120	Unit 1	Coordination	Type 3	Listen Carefully	BM-20	60
121	Unit 1	Coordination	Type 3	Push and Pull	BM-22	61
122 & 123	Unit 2	Our Games	Type 4/5	*Bhukha Sher*	OG-8	32
124	Unit 1	Coordination	Type 3	Run and Cross the River	BM-23	62
125	Unit 1	Coordination	Type 3	Crab Wheel	BM-19	63

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126	Unit 3	Yoga	Yoga Practices	*Pranayama*	YG-13	22
127	Unit 1	Coordination	Type 2	Push and Pull	BM-22	64
128	Unit 3	Yoga	Yoga Practices	*Hasta Mudra*	YG-14	23
129	Unit 1	Coordination	Type 3	Listen Carefully	BM-20	65
130	Unit 2	Our Games	Type 4/5	*Gocho Paari*	OG-12	33
131	Unit 3	Yoga	Yoga Practices	*Kriya* and *Dhyana*	YG-15	24
132	Unit 2	Our Games	Type 4/5	*Jodi Baki*	OG-3	34
133	Unit 1	Coordination	Type 1	Run for Fun	BM-21	66
134	Unit 1	Kicking	Type 1	Wall Goal	BM-9	67
135 & 136	Unit 2	Our Games	Type 4/5	*Mai Bhi Maindhak*	OG-5	36
137	Unit 1	Coordination	Type 1	Push and Pull	BM-22	68
138	Unit 1	Kicking	Type 1	Dribble and Pass	BM-7	69
139 & 140	Unit 2	Our Games	Type 4/5	*Chikka-Chikka*	OG-11	38
141-150		**Assessment**		**Yearly Assessment**	**SA-2**	**19**

Yoga	**24**
Our Games	**38**
Basic Motor Movements	**69**
Assessment	**19**
Total	**150**

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Reprint 2026-27